

**Institutional Self Study in Support of  
Reaffirmation of Accreditation**

**February 2, 2011**

*Submitted by*

**Victor Valley College  
18422 Bear Valley Road  
Victorville, CA 92395**

*to*

**Accrediting Commission for  
Community and Junior Colleges  
Western Association of Schools and Colleges**



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## Certification of the Institutional Self Study Report

Date: February 1, 2011

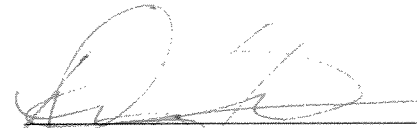
To: Accrediting Commission for Community and Junior College  
Western Association of Schools and Colleges

From: Victor Valley College


This Institutional Self Study Report is submitted for the purpose of assisting in the determination of the institution's accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self Study Report accurately reflects the nature and substance of this institution.

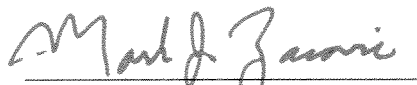
Signed,

  
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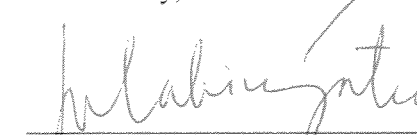
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## Introduction to Victor Valley College

### *History and Descriptive Background*

Victor Valley College was established by authority of the voters in 1960 with the first classes offered in 1961. The College is proudly celebrating its 50<sup>th</sup> year of dedicated service to the region, which will be commemorated throughout 2011 with a variety of events and activities. The College is located 90 miles north of Los Angeles in the High Desert of Southern California and covers a geographic service area of approximately 1,700 square miles. Communities served by the District include Adelanto, Apple Valley, Helendale, Hesperia, Las Flores, Lucerne, Oro Grande, Phelan, Piñon Hills, Victorville, Wrightwood, and other communities in the College's sphere of influence. In the beginning, the College had one feeder high school and served a population of roughly 70,000 residents. The region was formerly described as semi-rural, but over the last 15 years has been transformed into an industrial/commercial and retail center for a burgeoning population. According to local economists, this unprecedented growth is a result of the region's proximity to major markets, inexpensive cost of land, affordable housing, access to major transportation arteries, and the relative low cost of living.

### *Changing Emphasis*

Since 1961, the College has progressed far beyond its humble beginnings to become a major institution of higher learning offering a complex schedule of educational opportunities to meet the changing needs of this growing region. Today the College has 14 + feeder high schools and diploma-granting institutions and serves a population base of nearly 400,000 people. This translates into approximately 14,000 students per semester and an annual FTES of over 10,000.

To demonstrate these changing times, the College now offers courses such as solar panel installation, maintenance, and repair; hybrid car maintenance and repair; GPS studies; land restoration; and digital animation to name a few.

A wider transformation is taking place at the College because of the passage of the first local bond measure to be approved by the voters since an initial capital bond was passed in the early 60s. In November 2008, the voters approved a bond measure, Measure JJ, dedicated to the elimination of past debt, the upgrade of College infrastructure, the purchase of land for a future campus site on the westside of the Victor Valley, and funding for the construction of an Eastside Public Safety Training Center. This center is now under construction with a completion date scheduled for December 2011 and will serve as a regional training facility for firefighters, paramedics, police, and correctional officers. Additionally, the bond funded a one megawatt solar power generating plant on campus that supplies more than a third of the College's energy needs.

### *Innovative Partnerships*

Participation in innovative partnerships has enabled the College to expand programs, offer new training opportunities, and increase revenues that, in part, replace funds lost due to reductions in State appropriations. For example, the College has formed partnerships with local hospitals resulting in an increase in the number of nursing students able to enroll in the College's program.



Internships with one of the local cities have created additional training opportunities for automotive students, and grants received through State and County agencies have expanded workforce development programs that eventuate in immediate employment opportunities for students. The College has also increased outside sources of revenue through lease agreements with local and regional entities.

*A History of Success*

For 50 years, thousands of residents from the High Desert and beyond have journeyed to the College and have gone on to achieve remarkable success. From their ranks are civic leaders, business people, service industry personnel, medical providers, first responders, and people of all walks of life who are contributors to the health and welfare of our community. In 2006, the College Foundation commissioned a study with UCLA Anderson School of Management to determine the economic impact the College has on our local economy. This report estimated the annual gross impact to be nearly \$900 million.

***Community, Organizational, and Student Profiles***

*Community Demographics*

The College's service area encompasses 1,700 square miles in the High Desert of Southern California. Our borders are shared with Barstow, Copper Mountain, San Bernardino, Chaffey, and Antelope Valley community college districts.

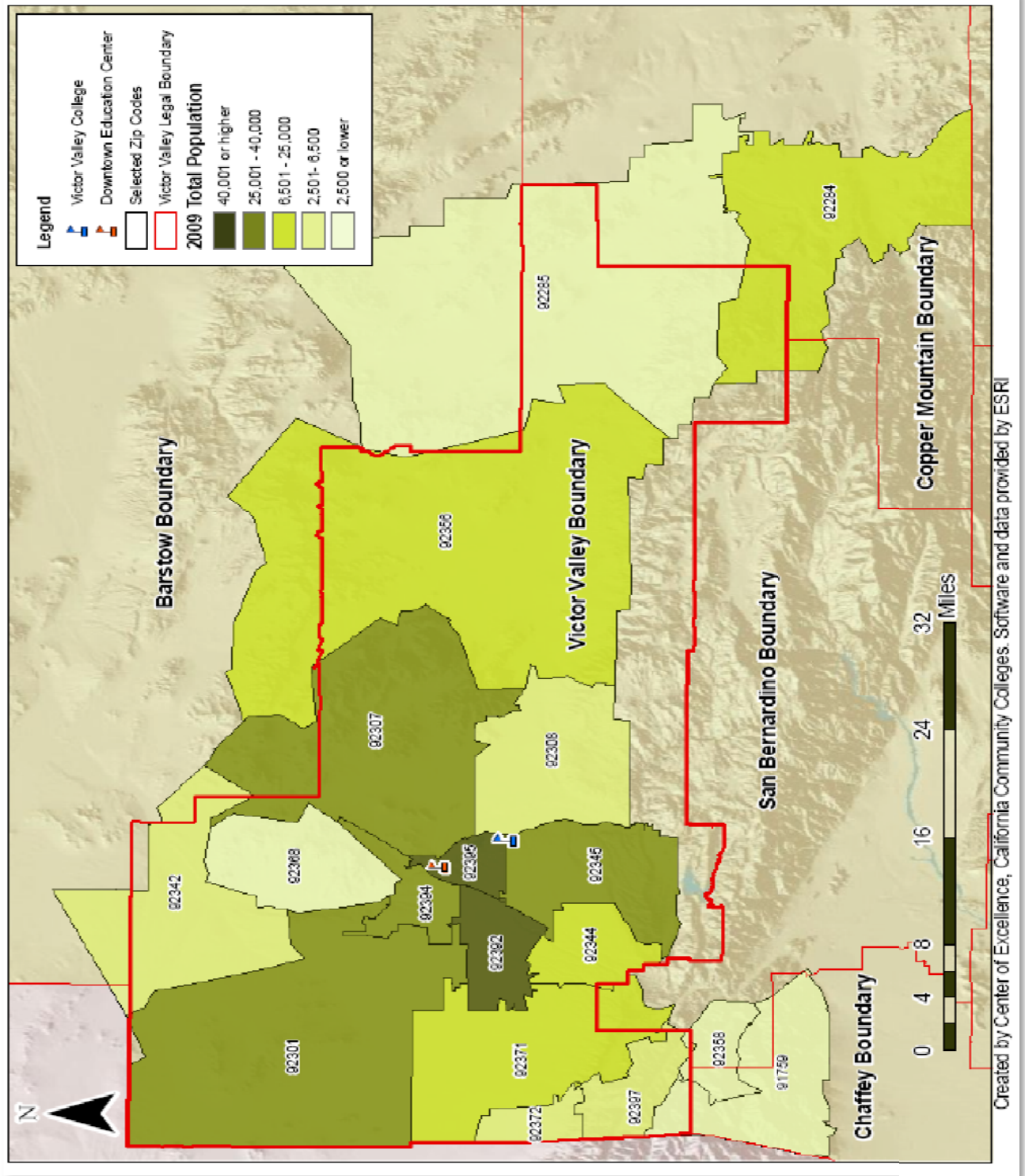


Figure 1. Service Area

In 2000, the population in the service area was 279,625. Over the last nine years, it has increased by 28.7% to 392,371. As revealed in Table 1, the incorporated areas within the service area (Adelanto, Apple Valley, Hesperia, Victorville) account for 82.7% of the population.

Table 1. Service Area by Zip Code

	Service Area	2000 Population	2009 Population	Difference (2000-09)
91759	Mt Baldy	484	545	11.2%
92284	Yucca Valley	20,866	24,561	15.0%
92285	Landers	2,125	2,425	12.4%
92301	Adelanto	18,972	32,232	41.1%
92307	Apple Valley	30,580	36,832	17.0%
92308	Apple Valley	29,528	38,984	24.3%
92342	Helendale	4,846	6,050	19.9%
92344	Hesperia	7,714	18,342	57.9%
92345	Hesperia	60,807	74,184	18.0%
92356	Lucerne Valley	5,309	6,417	17.3%
92358	Lytle Creek	753	855	11.9%
92368	Oro Grande	972	1,093	11.1%
92371	Phelan	12,449	15,591	20.2%
92372	Pinon Hills	3,996	4,703	15.0%
92392	Victorville	30,758	52,452	41.4%
92394	Victorville	13,560	32,162	57.8%
92395	Victorville	31,406	39,446	20.4%
92397	Wrightwood	4,500	5,497	18.1%
		<b>279,625</b>	<b>392,371</b>	<b>28.7%</b>

Source: Rural Opportunities Environmental Scan – counts may be slightly higher than city reports due to the use of zip codes

All of the incorporated areas show substantial increases since 2005. For example, Victorville’s population increased 30.3% between 2005 and 2009 (see table below).

Table 2. Population by Incorporated Areas

	2000	2005	2006	2007	2008	2009	Difference (2005-09)
Adelanto	18,972	23,418	NA	25,718	28,049	32,232	27.3%
Apple Valley	60,108	63,853	75,075	69,835	68,305	75,816	15.8%
Hesperia	68,521	76,114	90,534	90,312	94,798	92,526	17.7%
Victorville	75,724	86,473	100,672	97,534	118,748	124,060	30.3%

All counts are estimates

Source: 2000 = Rural Opportunities Environmental Scan – counts may be slightly higher than city reports due to the use

Source: 2005 = S.B. County Demographic Profile

Source: 2006-2008 = American Community Survey (US Census Bureau)

Source: 2009 = Rural Opportunities Environmental Scan – counts may be slightly higher than city reports due to the use

From 2000 to 2009, the median household income increased 23.8% (39,289 vs. 48,644) in our service area. This was beneficial to the area’s households because the price of housing also increased at an alarming rate over this same time frame. However, due to the recession, housing

values have decreased substantially resulting in much of the population owing more on their homes than they are worth. In addition, due to the poor economy, the unemployment rate has increased from 9.3% in 2000 to 16.2% in 2009. These factors have contributed to increased annual enrollment numbers for 2009-2010 of almost 20,000 credit students.

*Educational Needs of Service Area*

As depicted in Table 3, the percentage of people who graduated from high school has increased slightly in the last nine years (29.5% vs. 31.5%). In addition, the proportion of people who obtained a college degree has increased 15.5% during this same time period.

**Table 3. Educational Attainment by Service Area**

	2000 Population		2009 Population	
<b>&lt; 9th Grade</b>	10,686	6.3%	16,248	6.6%
<b>Some High School</b>	26,779	15.8%	33,138	13.5%
<b>HS Grad</b>	50,120	29.5%	77,352	31.5%
<b>Some College</b>	49,313	29.1%	64,061	26.1%
<b>Associate's Degree</b>	13,024	7.7%	20,625	8.4%
<b>Bachelor's Degree</b>	12,637	7.4%	22,538	9.2%
<b>Graduate Degree or Higher</b>	7,120	4.2%	11,568	4.7%
	<b>169,679</b>	<b>100.0%</b>	<b>245,530</b>	<b>100.0%</b>

Although more people are finishing high school, placement into college-level courses continues to be low for the population. As shown below, very few students place in transfer-level reading, mathematics and English writing courses.

**Table 4. Accuplacer Placement Rates for Fall 2008**

	Mathematics	English Writing	Reading
<b>Transfer Level</b>	1.1%	13.8%	45.8%
<b>1 Level below transfer</b>	3.9%	47.3%	22.4%
<b>2 or more levels below transfer</b>	95.0%	38.9%	31.8%

*Educational Delivery to Service Area*

The College has grown exponentially and with that comes the challenge of servicing a more diverse and eclectic population. The College continues to underrepresent males in the service area, yet Hispanics (37.2%), Blacks (14.5%), Asians (3.2%), and Pacific Islanders (0.5%) are overrepresented (see table below).

**Table 5. Gender (VVC Students vs. Service Area)**

	2000 Population	2009 Population	VVC (Fall '09)
<b>Male</b>	49.4%	49.8%	42.0%
<b>Female</b>	50.6%	50.2%	58.0%

**Table 6. Race/Ethnicity (VVC Students vs. Service Area)**

	2000 Population	2009 Population	VVC (Fall '09)
<b>White</b>	67.5%	59.0%	43.8%
<b>Black</b>	6.2%	6.6%	14.5%
<b>American Indian</b>	1.1%	1.1%	0.8%
<b>Asian</b>	1.8%	2.3%	3.2%
<b>Pacific</b>	0.2%	0.2%	0.5%
<b>Hispanic</b>	23.2%	30.8%	37.2%
	<b>100.0%</b>	<b>100.0%</b>	<b>100.0%</b>

It is noteworthy that the College's proportion of 35 to 44 year olds closely resembles that of the service area. This may be due to the poor economy and that many people have lost their jobs requiring them to look to the College for re-training and skill improvement. The increase in full-time students (34.9% in 2009) could also be an indicator that students are feeling the need to complete their education more quickly in order to enter the workforce.

**Table 7. Age (VVC Students vs. Service Area)**

	2000 Population		2009 Population		VVC (Fall '09)	
<b>&lt;20</b>	96,111	34.4%	120,309	30.7%	4,564	33.0%
<b>20-24</b>	14,634	5.2%	26,532	6.8%	3,731	27.0%
<b>25-29</b>	14,381	5.1%	26,682	6.8%	1,692	12.2%
<b>30-34</b>	16,981	6.1%	22,645	5.8%	1,088	7.9%
<b>35-44</b>	44,013	15.7%	49,601	12.6%	1,516	11.0%
<b>45-59</b>	47,219	16.9%	79,045	20.1%	1,084	7.8%
<b>&gt;59</b>	46,286	16.6%	67,557	17.2%	138	1.0%
	<b>279,625</b>	<b>100.0%</b>	<b>392,371</b>	<b>100.0%</b>	<b>13,813</b>	<b>100.0%</b>

*Occupational Outlook in Service Area (2009)*

**Top 10 most often occurring industries in service area (highest to lowest):**

1. Full-Service Restaurants
2. Offices of Real Estate Agents and Brokers
3. Religious Organizations
4. Commercial and Institutional Building Construction
5. Beauty Salons
6. Insurance Agencies and Brokerage
7. Elementary and Secondary Schools
8. Offices of Physicians (except Mental Health Specialists)
9. General Automotive Repair
10. Plumbing, Heating, and Air-Conditioning Contractors

**Top industries by number of employees in service area (highest to lowest):**

1. Home Centers
2. Offices of Physicians (except Mental Health Specialists)

3. All Other Traveler Accommodation
4. Legislative Bodies
5. Supermarkets and other Grocery (except Convenience) Stores
6. Offices of Real Estate Agents and Brokers
7. Department Stores (except Discount Department Stores)
8. General Medical and Surgical Hospitals
9. Full-Service Restaurants
10. Elementary and Secondary Schools

**Top 10 industries by number of sales in service area (highest to lowest):**

1. Other Miscellaneous Durable Goods Merchant Wholesalers
2. Offices of Real Estate Agents and Brokers
3. Home Centers
4. Department Stores (except Discount Department Stores)
5. Commercial and Institutional Building Construction
6. Used Car Dealers
7. General Medical and Surgical Hospitals
8. Supermarkets and other Grocery (except Convenience) Stores
9. New Car Dealers
10. Petroleum and Petroleum Products Merchant Wholesalers (except Bulk Stations and Terminals)

Meeting the Job Demand

In addition to its well-established career-technical programs, the College’s latest program developments have focused on future prospects in green industry sectors. Through outside funding sources the College now offers training for the following: solar technicians, hybrid mechanics, aviation mechanics, and waste water technicians. A new program in health information technologies has also been added to the College’s already strong training programs for health industry jobs.

**Table 9. Job Demand and Earnings (Newest Programs)**

<b>SOC Code</b>	<b>Description</b>	<b>2009 Jobs</b>	<b>2015 Jobs</b>	<b>Annual Openings</b>	<b>Current Hourly Earnings</b>	<b>Education Level</b>
49-3011	Aircraft mechanics and service technicians	73	81	3	\$27.99	Postsecondary vocational award
51-2011	Aircraft structure, surfaces, rigging, and systems assemblers	<10	<10	--	--	Long-term on-the-job training
49-2091	Avionics technicians	<10	<10	--	--	Postsecondary vocational award
13-1031	Claims adjusters, examiners, and investigators	118	130	5	\$29.29	Long-term on-the-job training
29-2071	Medical records and health information technicians	112	124	5	\$17.81	Associate's degree
51-8031	Water and liquid waste treatment plant and system operators	73	90	4	\$25.58	Long-term on-the-job training

Table 10. Job Demand – Regional, State, National

SOC Code	Description	Regional Change-Vol	Regional % Change	State % Change	National % Change
49-3011	Aircraft mechanics and service technicians	8	11%	3%	4%
51-2011	Aircraft structure, surfaces, rigging, and systems assemblers	1	45%	-6%	3%
49-2091	Avionics technicians	1	15%	-1%	6%
13-1031	Claims adjusters, examiners, and investigators	12	10%	1%	3%
29-2071	Medical records and health information technicians	12	11%	12%	12%
51-8031	Water and liquid waste treatment plant and system operators	17	23%	13%	12%

***Student Learning and Achievement***

The College’s use of established procedures resulted in the identification of student learning outcomes (SLOs) for 100% of courses and its general education program. Evaluation of courses and programs is achieved through curriculum review processes and integration of SLOs and other student achievement data into its annual program review, planning, and resource allocation processes. The centrality of faculty in maintaining quality and ensuring course and program improvement is authorized by Board policy, guided through formally established administrative procedures, and demonstrated throughout the long history of active involvement by faculty in program review and planning.

***Institutional Program Review and Planning***

The College’s Educational Master Plan guides overall institutional planning and development. Other critical planning documents include annual program review and budget planning (Program Review, Allocations, and Institutional Strategies for Excellence or P.R.A.I.S.E.) reports, Matriculation, Student Equity, Disaster Preparedness, Technology, and Facilities Plans. The College’s planning process is broad-based and offers opportunities for participation across the institution.

***Progress on Learning Outcomes Assessment***

The College has made significant progress on developing an institutional framework for learning outcomes assessment. As of Fall 2010, student learning outcomes have been written for 100% of active credit courses and certificate programs. In addition, general education student learning outcomes have been approved by the Academic Senate for the Associate of Arts and Associate of Science degrees. Student learning outcomes have also been drafted for the Student Services Division, and for the Matriculation, Disabled Students Programs and Services (DSPPS), Extended Opportunity Programs and Services (EOPS), Cooperative Agencies Resources for Education (CARE), and CalWORKS programs. Student learning outcomes are included in each syllabus distributed every term to students in each course section.

The College’s Academic Senate has adopted a course-embedded approach to the assessment of student learning outcomes. Accordingly, methods of assessment are identical with the methods

of evaluation that are required components of each course and program outline of record and are reviewed by the Curriculum Committee prior to the approval of each curriculum proposal. Student learning outcomes for the Associate degrees are assessed within courses that meet one or more of the categories within the general education program. In addition, methods of assessment have been identified for several student services programs, including Matriculation, DSPS, and EOPS/CARE.

Learning outcomes assessment reports are integral parts of the program review templates adopted by the Academic Senate for instructional and student support programs, and a comprehensive report of learning outcomes assessment for courses is included in the Annual Report of Institutional Effectiveness. A full cycle of learning outcomes assessment was completed during the 2007-2008 academic year by several faculty teams who received financial support from a Title V, Hispanic Serving Institutions (HSI) grant. One faculty trainer with experience in assessment received additional grant funds to offer training across disciplines during the 2008-2009 year. The first comprehensive assessment report, based on data gathered at the end of 2009, showed that assessments were being conducted in 11% of credit courses. Moreover, 19% of instructional program reviews submitted in 2010 reported assessment results with 8% reporting the use of assessment results for instructional improvement. Beginning in March 2008, a faculty member was awarded 20% reassigned time as a Student Learning Outcomes and Assessment Facilitator in order to assist faculty and administration with learning outcomes development and assessment.

***Off-Campus Sites and Distance Learning***

The College's off-site locations and distance education program have significantly expanded student access to courses in all areas of general education and in many career technical fields. Courses are offered at many locations across the service area given that high desert residents (approximately 350,000 of them) are spread throughout the College's service area of 2200 square miles. Locations have included the following:

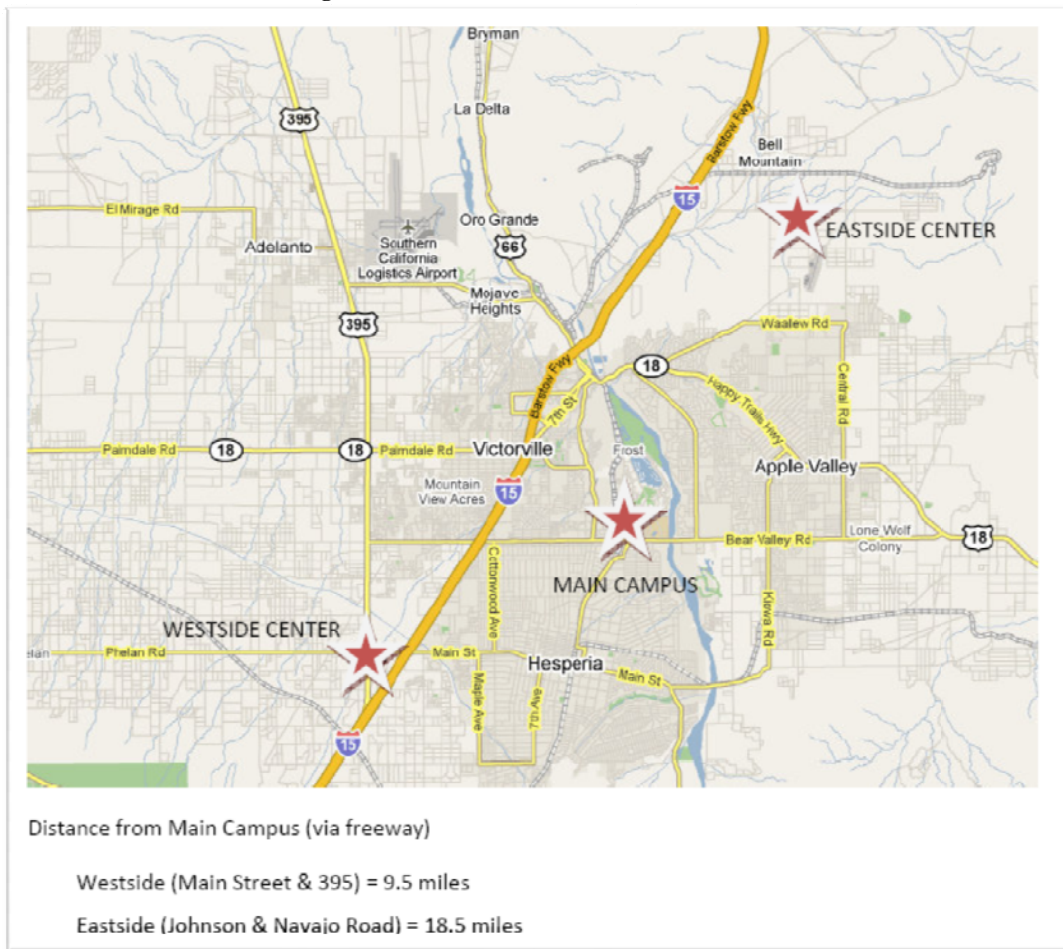
- |                                 |                                 |
|---------------------------------|---------------------------------|
| APPLE VALLEY COUNTRY CLUB       | SO CAL LOGISTICS AIRPORT        |
| APPLE VALLEY HIGH SCHOOL        | SPRING VALLEY LAKE COUNTRY CLUB |
| EXCELSIOR EDUCATION CENTER      | STERLING INN                    |
| HESPERIA COUNTRY CLUB           | ST JOAN OF ARC CATHOLIC CHURCH  |
| HESPERIA HIGH SCHOOL            | SULTANA HIGH SCHOOL             |
| HIGH DESERT CHEER GYM           | VALLEY CREST RESIDENTIAL        |
| HIGH DESERT VILLAS              | VICTOR VALLEY HIGH SCHOOL       |
| HOOK COMMUNITY CENTER           | VICTOR VALLEY CHRISTIAN SCHOOL  |
| LUCERNE VALLEY GUN RANGE        | VVC EDUCATION CENTER            |
| LUCERNE VALLEY HIGH SCHOOL      | VICTORVILLE PUBLIC WORKS        |
| MOUNTAIN VIEW MONTESSORI SCHOOL | VICTOR VALLEY WASTE WATER       |



OUR LADY OF THE DESERT CHURCH      DISTRICT TREATMENT PLANT  
 PINON MESA MIDDLE SCHOOL  
 RIM OF THE WORLD HIGH SCHOOL  
 SILVERADO HIGH SCHOOL

The number of course offerings at off-campus sites have increased in recent years in response to population changes in the region: 19 sections in Fall 2005 to 62 sections in Fall 2009. The College’s particular emphasis on serving the eastern-most and western-most regions of the service area has been supported by the successful bond measure in 2009 that will enable the construction of 2 off-site facilities shown on the figure below, one focused on public safety training (eastern region) and the other on workforce development in general (western region).

Figure 2. Location of Future VVCCD Centers



Online classes make up an average of 22% of the total sections offered each term and have an average fill rate that exceeds the District rate for credit classes. Blackboard© is the most widely used delivery system for the College’s distance education program. The College’s Service Desk provides technical Blackboard support in person, by phone, and through email for both students

and instructors, and a student self-assessment tool is available for students to measure their readiness to succeed in a distance education class. In addition to online classes, the College offers hybrid and web-enhanced sections that blend face-to-face and electronic instructional methods. All courses in which a portion of instruction is provided by distance education receive separate review by the curriculum committee and are required to meet the same standards of quality as conventionally delivered courses. The Distance Learning Facilitator is appointed from the faculty and receives .20 reassigned time in order to assist in maintaining and improving technical support and educational effectiveness in the College's distance education program.

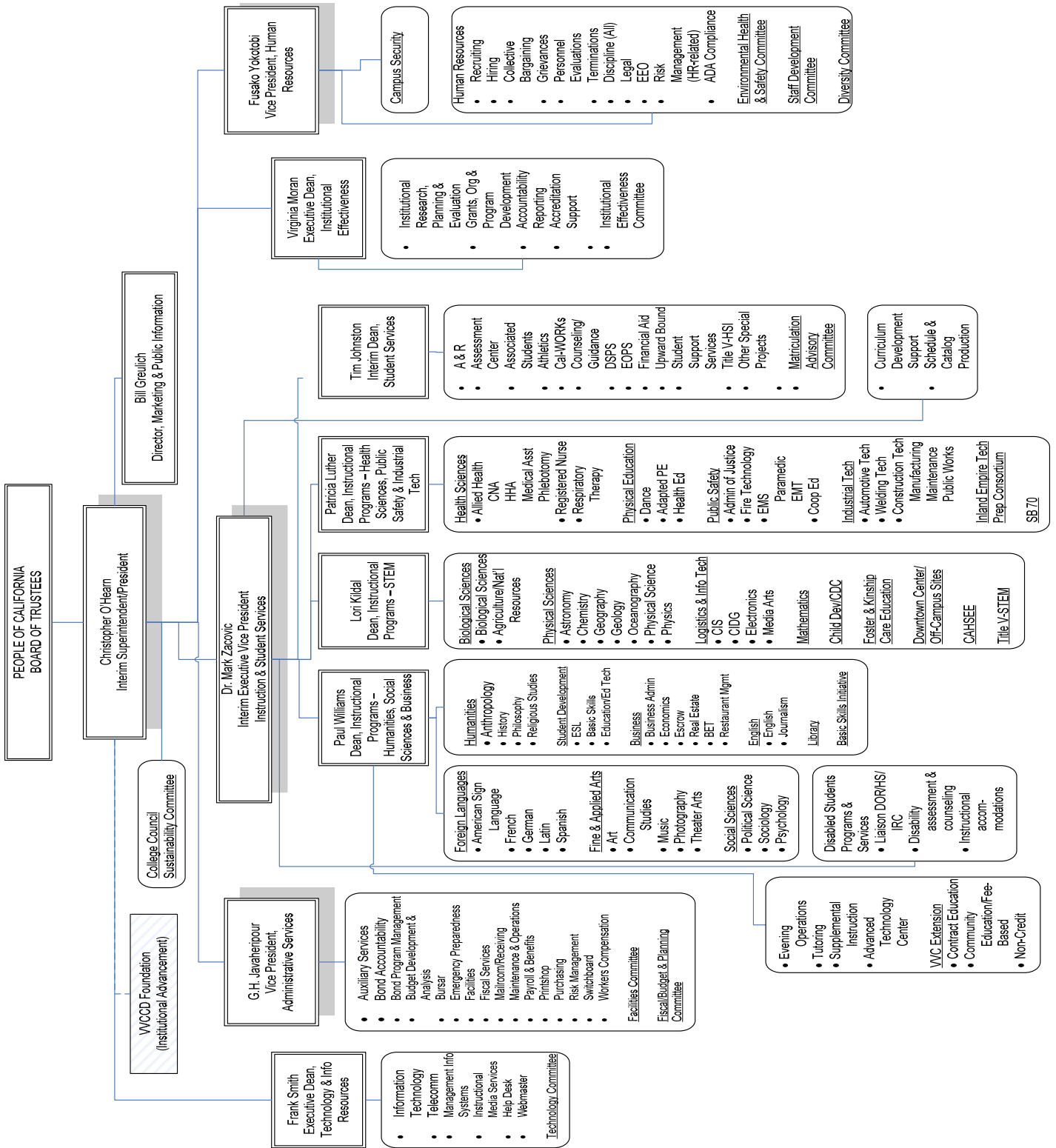
***Audit of Federal Grant Monies***

An external audit of compliance in accordance with standards generally accepted in the United States of America is conducted annually. Specifically, this audit includes examining on a test basis evidence about College compliance with government auditing standards and Office of Management and Budget Circular A-133. External auditors must determine whether the College complies with such specified requirements. The latest audit for the period ending June 30, 2010, was recently completed and there were no findings.

***College Organizational Chart***

See figure on next page.

Figure 3. Organizational Chart



## Report Abstract

This is a summative assessment of how well Victor Valley College meets the standards as a whole. Since the last comprehensive accreditation self study in 2005, the College has actively addressed and resolved the previous recommendations in the midst of significant organizational changes. As a result, while the College meets all the accreditation standards, several opportunities for improvement have been identified in three of the four standards:

### **Standard I**

***Institutional Mission.*** The College's current mission statement was adopted by the Board of Trustees on October 9, 2007. In accordance with recently adopted AP 1200, it is appropriate at this time to initiate a formal and collaborative review of the College's vision, mission, values, goals, and priorities. The College's Master Educational Plan was based on the mission statement of 2003 and was not updated following the adoption of a new mission statement in 2007.

***Improving Institutional Effectiveness.*** Substantial internal and external changes that occurred subsequent to the adoption of the current Educational Master Plan require the development of a new Master Plan that is consistent with economic conditions within the District, State funding projections, District organization and leadership, and the reviewed and revised statement of the College's mission, vision, values, and goals to be completed by the Board of Trustees in January 2011. While significant progress has been made at the course-level, insufficient documentation exists of student learning outcomes assessment for program, general education, and dialogue and planning for the improvement of learning.

### **Standard II**

***Instructional Programs.*** There is a need to resolve the conflict about what constitutes faculty responsibility for assessment, specify the expectations for supporting effective assessment practice on the part of faculty and administration, and move quickly to institutionalize assessment data management, sound analysis of that data, and regular, productive dialogue about quality improvement of teaching and learning across the College.

There are examples of course-level and program SLO assessment across campus, but no systematic means of documenting the dialogue and action resulting from such assessment activities. Moreover, faculty have yet to discuss an assessment schedule or to develop and operationalize a College-wide plan for assessment, and the College has not begun to explore its options for managing assessment data.

***Student Support Services.*** Pre-term interventions like the "Success Contract" and mid-term progress reports like those used in the special population programs (EOPS/CARE, Puente, for example) offer another layer of learning support that warrant further study to determine whether completion, grade average and persistence do indeed improve. Additionally, the processes themselves also need to be evaluated to determine whether improvements are needed.

**Library.** The library must continue to meet the learning needs of a growing student population by providing adequate access to high quality information resources and computer technology. As off-campus learning centers are developed, the library must plan to provide seamless access to information resources for off-campus students. Simultaneously we are dealing with challenges related to budget reductions to the online and printed collections and staffing deficiencies resulting from a full-time faculty librarian vacancy. The library will use institutional planning processes for program review to request replacement of the full-time faculty librarian position, a designated library department chair, and general fund budget restoration for library materials. The library will implement an assessment program that will be used to improve student learning, library instruction and services, and the collection.

**Learning Resources.** Student retention and transfer rates need improvement. Learning Support Services and resources should be integrated and deployed based on an Educational Master Plan and student performance data.

### **Standard III**

**Human Resources.** The College must review and update the Educational Master Plan to ensure that planning and decision-making are guided by current community needs and College priorities. Once this is accomplished, the College can recruit for much needed positions and enhance staff development and diversity training.

The College continues to make improvement with its human resources, but is faced with meeting hiring priorities and training staff with increasing budgetary challenges and the retirements of experienced faculty and staff. The opportunity to improve future human resources planning will be the result of the Educational Master Plan.

The College must take steps to streamline processes with fewer staff due to budget constraints and provide appropriate training to ensure that employees are current in their professions.

**Physical Resources.** The Facilities Master Plan is a living document and will continue to be a work in progress; therefore, these planning documents need the ability to be flexible. Through annual evaluation, these planning tools help to ensure effectiveness and accuracy of the needs of the students, faculty, and staff.

To improve efforts to meet the legal requirements for holding regular College safety meetings, the Environmental Health and Safety Committee has implemented nine Cal-OSHA mandated programs through its insurance carrier.

Administration will work diligently with faculty and staff through the Finance, Budget and Planning Committee to ensure adequate funds become available to support both the maintenance department and scheduled maintenance projects. The College plans to continue its commitment to see the long range Facilities Master Plan to completion, meeting the needs of the projected 20,000 plus student campus of the future. By continually drawing on updated documentation from the Educational Master Plan, the College works to fulfill the future educational needs of the growing community and serving students.

**Technology Resources.** While much progress has been made to improve campus technology resources and systems in recent years, many items identified in the campus-wide technology assessment conducted by PlanNet in 2008 are yet to be prioritized. The Technology Plan must be updated to ensure that technology resources support College priorities in order to prioritize the remaining recommendations put forward in the campus-wide technology assessment of 2008. In general, a primary focus on balancing availability of resources and campus need, as well as placing instruction and its associated activities as a primary support goal should be maintained.

**Financial Resources.** The College's 2010-2011 General fund Expenditures budget is \$63,043,497. District utilizes various resources to meet its current and future obligations and liabilities, in addition to relying on a total cost of ownership model for any major acquisitions. Resources include state apportionment, local property taxes, enrollment fees, as well as other local revenues. Partnerships are an important component to the College's financial landscape. They include the HeadStart program, leases for campus facilities, Southern California Edison agreement, campus cellular tower, state capital grants, Mojave Sustainability Project, CAHSEE, and Workforce Investment Board. A bond, known locally as Measure JJ, was approved by voters in the fall of 2008 for \$297.5 million of capital improvements. The funds are earmarked to build a new Workforce Development Center on the westside of the region, a Public-Safety Training Center on the eastside, and to improve the main campus' deteriorating classrooms, aged plumbing, and other repairs. Measure JJ provides resources to support expansion of District educational services and to reduce operating costs.

Contributions from the Victor Valley College Foundation support students and faculty by allocating funds for scholarships, educational expenses and securing instructional equipment, supplies, and travel costs. District administration incorporated the effect of these sources of revenue on the expense budget while developing the institutional operating budget.

#### **Standard IV**

**Decision-Making Roles and Processes.** The College's participative governance structures were formalized in 2007 and have since been implemented. Recent results from the Campus Climate Survey 2010 indicate a review of established administrative procedures may be needed to make the necessary improvements to both campus climate and in participative governance operations.

Other findings in the Campus Climate Survey 2010 indicate improvements must be addressed in the College's participative governance system and its overall institutional effectiveness. This will ensure that decision-making roles and processes are well understood across campus, and that fair and equitable access by all members of the College workforce to those processes is safeguarded.

**Board and Administrative Organization.** The District has a 5-member Board of Trustees elected at large. Each member serves for 4-year staggered terms.

## Organization for the Self Study

Accreditation Liaison Officer: Mark Zacovic

Steering Committee: (Debra Blanchard and Christopher O'Hearn, co-chairs)

Peter Allan	Greta Moon	Becky Palmer	Marc Skuster
Lisa Harvey	Virginia Moran	Mary Pringle	Paul Williams
Leslie Huiner			

Standard I Team (Marc Skuster and Virginia Moran, co-chairs):

Mark Clair	Said Ngobi	Carl Smith	Susan Tillman
Sheri Nolan Foster	Debbie Peterson	Jaye Tashima	Diane Wollan
Bill Greulich			

Standard II Team (Leslie Huiner, Greta Moon, and Lisa Harvey, co-chairs):

Tim Adell	Yoko Inagi	Patricia Luther	Carol Stump
John Akins	Tim Johnston	Mike McCracken	John Sweet
Patricia Bejarano-Vera	Greg Jones	Dave Oleson	Shane Thomas
Donna Derryberry	Janet Long	Robert Sewell	Steve Toner

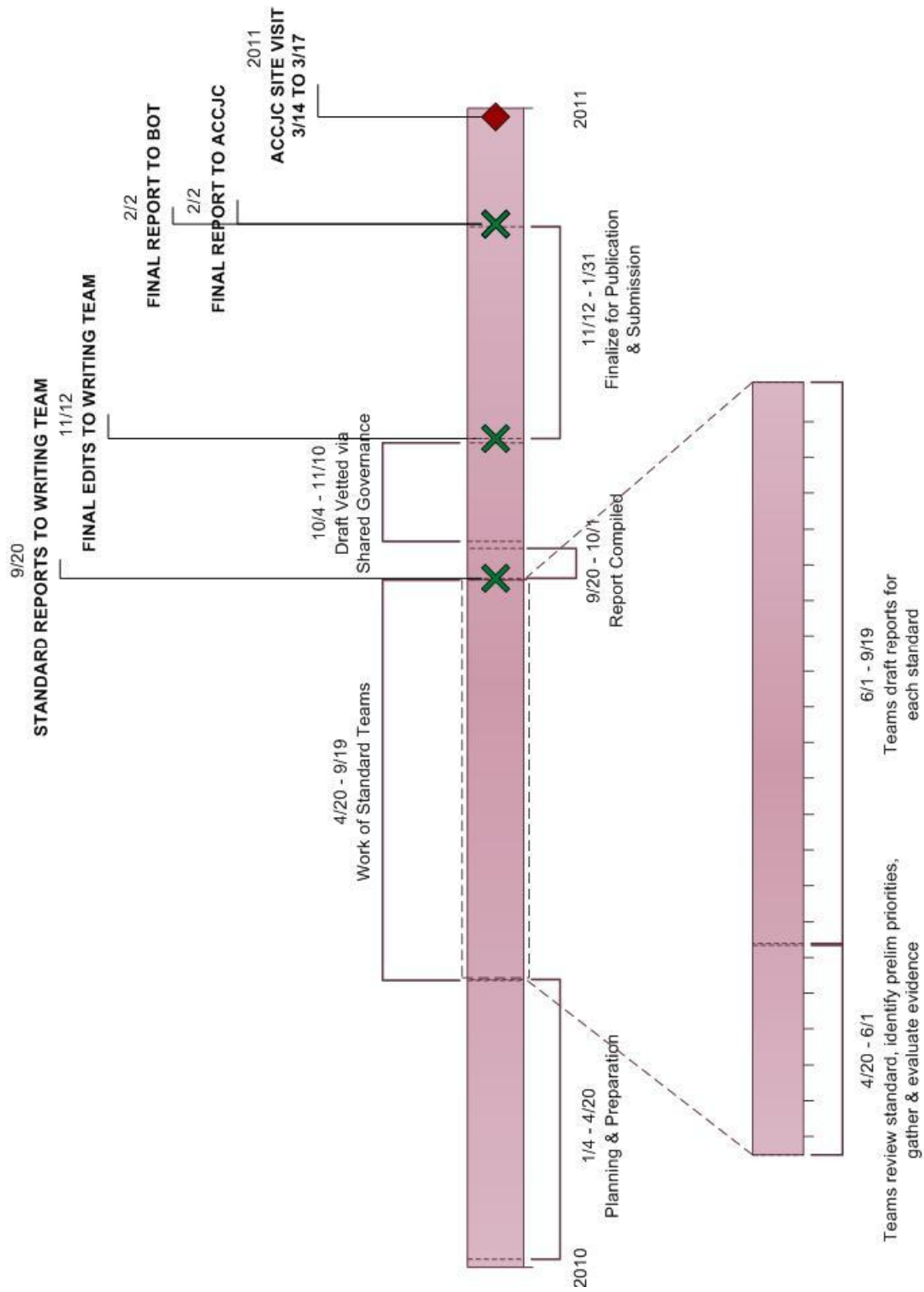
Standard III Team (Peter Allan and Mary Pringle, co-chairs):

Steve Garcia	Christopher Hylton	Jennifer Larriva	Marie Vidana-Barda
Andrea Glebe	Gh Javaheripour	Renate Longoria	Fusako Yokotobi
Chris Guinotte	Scott Jones	Frank Smith	
Dave Holloman	Leonard Knight	Paul Toning	

Standard IV Team (Becky Palmer and Paul Williams, co-chairs):

Dino Bozonelos	Lori Kildal	Chris Mollenkamp	Michael Visser
Ron Fields	Patrick Malone	Deanna Turnbeau	Sandy Visser
Patty Golder			

Figure 4. VVC Self Study Timeline





# **Certification of Compliance with Eligibility Requirements**

## ***1. Authority***

The College is authorized to operate as an educational institution and award degrees under the auspices of Victor Valley Community College District. Such authority is granted under the California Education Code. The College is regulated by a Board of Trustees and is accredited by the Western Association of Schools and Colleges and other specialized accrediting agencies. The College has been officially recognized by the California Community College Chancellor's Office since 1961.

## ***2. Mission***

The current College mission was developed through a campus-wide collegial process and was adopted by the Board of Trustees in 2007. The statement as adopted clearly defines our institutional commitment to the achievement of student learning.

## ***3. Governing Board***

The Board of Trustees of Victor Valley Community College District is comprised of five elected members in addition to one student trustee. The Board is responsible for maintaining the quality, integrity, and financial stability of the College through its policy-setting function. Trustees are evaluated, and comply annually with the state's Conflict of Interest Code to demonstrate that they have no personal financial interest in the institution.

## ***4. Chief Executive Officer***

The College Superintendent/President is appointed by the Board of Trustee and serves as the Chief Executive Officer responsible for oversight of College programs and for the administration and operation of the College.

## ***5. Administrative Capacity***

The College has sufficient number of administrators to supervise the programs and services established in accordance with the College's mission statement. All administrators are selected using District guidelines and are qualified by education and experience to perform their assigned duties.

## ***6. Operational Status***

The College enrolls approximately 18,000 full and part-time students in a variety of courses leading to two-year degrees, certificates, and transfer to four-year colleges and universities.

## ***7. Degrees***

The College offers 23 degree programs. Students may also earn certificates of achievement and/or proficiency. Certificate and degree opportunities and transfer courses are clearly identified in the College catalog.

### ***8. Educational Programs***

The College degree and certificate programs are consistent with the College mission and based on recognized fields of study in American higher education. They are sufficient in content and length, and maintain appropriate levels of rigor and quality pursuant to a board-adopted policy on program, curriculum, and course development. Basic skills programs in reading, writing and math assist students in developing the skills necessary to advance to College-level curricula or to qualify for entry-level employment. Those with limited English proficiency may enroll in ESL courses. The College has 35 programs that lead to the following degrees and certificates: 21 Associate of Science degrees; 2 Associate of Arts degrees; 87 Certificates of Proficiency, 49 Certificates of Achievement. Associate degrees generally require at least 60 semester units including 18 units of general education course work. Certificates of Achievement must be approved by the State and are posted on the student transcript. Certificates of Proficiency require fewer than 18 units of course work, and cannot be posted on the transcript because they are not State-approved. Between 2005-2009, the College annually awarded an average of 430 Associate of Arts degrees, 550 Associate of Science degrees, and 580 Certificates.

### ***9. Academic Credit***

The College awards academic credits based on Carnegie units, a standard generally accepted practice in degree-granting institutions of higher education. Board-adopted policies on transfer and award of credit are described in the College catalog.

### ***10. Student Learning and Achievement***

The College defines and publishes regularly updated program educational objectives in the College catalog, in occupational brochures, and in instructional and departmental planning documents. In addition, student learning outcomes for general education, for some programs, and for all courses have been developed, and course learning outcomes are included in each Course Outline of Record.

### ***11. General Education***

General education courses have the required breadth to promote intellectual inquiry. These courses include demonstrated competence in writing and computational skills and serve as an introduction to major areas of knowledge pursuant to Title 5 of the California Code of Regulations, §55806. The quality and rigor of these courses are consistent with academic standards appropriate to higher education. The general education component of programs conforms to Title 5 §55063 requirements for the Associate Degree and meets the California State University General Education breadth requirements and the University of California Intersegmental General Transfer Curriculum (IGETC) requirements. Degree credit for general education programs is consistent with levels of quality and rigor appropriate to higher education.

### ***12. Academic Freedom***

The College has a Board-adopted policy on academic freedom that empowers faculty to exercise their responsibility for academic and professional matters, and to freely examine and test all knowledge appropriate to their subject matter as deemed appropriate by the academic community in general. The College maintains a collegial climate in which intellectual freedom and independence exist in the service of student learning.

### ***13. Faculty***

The College has a core of qualified and experienced full- and part-time faculty to support all of its educational programs. A statement of faculty professional responsibility for curriculum review and learning assessment is included in a board-adopted policy and accompanying administrative procedures on educational excellence.

### ***14. Student Services***

The College provides appropriate student services and programs that address the needs of a diverse student population. These services include Counseling, Orientation, Assessment, Financial Aid, Transfer Services, Matriculation, Extended Opportunity Program and Services (EOPS), programs and services for students with disabilities (DSPandS), Transfer and Career Centers, Cal-WORKS, course articulation, child care services, outreach, student activities, and services for veterans.

### ***15. Admissions***

Admissions requirements are published in the College catalog and on the website, and the qualifications for admission to the College are clearly stated.

### ***16. Information and Learning Resources***

The College provides access to information and learning resources as well as instruction programs and services to support its educational mission. The library provides a wide range of print material, books, periodicals, newspapers, and access to a comprehensive array of electronic databases. Other learning resources include the Advanced Technology Center and various labs and skill centers across campus that support instruction in writing, mathematics, ESL, foreign languages, and other specific programs.

### ***17. Financial Resources***

The College is funded by local property taxes and State apportionment. The College develops a Board-approved budget on an annual basis following its program review process. Grants from a variety of sources enhance the ability to provide programs and services for students, faculty and staff.

### ***18. Financial Accountability***

The College undergoes regular external audits by a firm of certified public accountants, the findings of which are reviewed annually by the Board of Trustees.

### ***19. Institutional Planning and Development***

The College's Educational Master Plan guides overall institutional planning and development. Other critical planning documents include annual program review and budget planning reports, Matriculation Plan, Student Equity Plan, Disaster Preparedness Plan, Technology Plan, and Facilities Plan.

### ***20. Public Information***

The mission statement of the College is published in the College catalog and the Website. Both the catalog and College website also include critical information for students regarding degrees and curricular offerings, student fees, financial aid, refund policies, student grievance procedures, non-discrimination policy, admissions policies, information about transfer requirements, and academic credentials of faculty, staff and administration. Additional information about the organization and leadership of the College, including the names of the members of the Board of Trustees, is published on the District website.

***21. Relations with the Accrediting Commission***

The Board of Trustees provides assurance in its policies and actions, and in its validation of this self study, that the College adheres to the eligibility requirements and accreditation standards and policies of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges (ACCJC-WASC).

## Responses to Recommendations from 2005 Self Study

### **Recommendation 1: Improving Institutional Effectiveness**

*“The team recommends that the college provides evidence that it assesses progress toward achieving its goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and reevaluation. This continuing cycle should include long-term master planning; short-term strategic planning, including technology planning; and an effective, institutionalized program review process. When fully implemented, this cycle of planning, evaluation and program improvement should result in the creation of a culture of research and evidence that supports all of the college’s decision-making processes” (Standard IB.3, IB.4, IB.5, IB.6, IB.7; Standard IIA.1, IIA.2, IIB.3, IIB.4, IIC.2; and Standard IIIA.6, IIIB.1, IIIB.2, IIIC.2, IIID.1, IIID.2g, IIID.3).*

### **Recommendation 5: Purpose/Function of Campus Committees**

*“The Team recommends that the purpose and functional relationship of campus committees, and their membership be clearly defined to advance the mission and goals of the institution. Furthermore, the college should eliminate the duplication of committees and committee work” (Standard IVA.2, IVA.2a, IVA5).*

***N.B. Because Recommendations #1 and #5 are so closely linked, the college has addressed them together.***

### **Introduction**

Victor Valley College takes seriously its mission to provide outstanding teaching and learning opportunities to the residents of the High Desert and beyond. The college is student-centered and responsive to their needs as well as the needs of the community. The college offers excellent university transfer, career, and lifelong learning programs. It is the cultural center of the region, and its new Performing Arts Center is the symbol of a renewed focus on the arts. The college is the primary source for training local firefighters, police officers, nurses, and emergency response personnel who care for our families and for many other workers and professionals in local industries and public agencies.

The college’s mission statement is the key element guiding all planning processes. The mission statement was reviewed and revised in the summer of 2007 and is found in Board Policy 1200, *District Vision, Values, Mission and Goals*:

[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/BP%201200.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%201200.pdf)

Through focused dialogue and planning, the college has identified six goals, consistent with its mission, contained in Administrative Procedure 1202, *Implementing Institutional Effectiveness*. The goals are

:

1. to create sustainability and environmental stewardship for our colleagues, our students, and our community
2. to become an agile learning organization consistent with the needs of students and the communities that the college serves
3. to offer educational programs that lead to meaningful measurable student learning and success through seamless transfer opportunities to colleges, universities, and careers
4. to increase the number of students served through recruitment, persistence, and retention strategies
5. to provide affordable and attractive options for members of the community seeking a post secondary education which includes an environment in which diversity thrives
6. to develop and deliver enriching courses for community members and businesses seeking additional training and development.

Please see link:

([http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/AP%201202.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%201202.pdf)).

Using these goals as the framework for addressing institutional effectiveness, the college provides the following in response to Recommendation 1.

### **Progress and Accomplishments**

New policies were adopted by the Board of Trustees on November 13, 2007, to confirm the College's commitment to better decision-making and to strengthen internal structures. They are Board Policy 1201, *Shared Governance*; and Board Policy 1202, *Institutional Effectiveness*. Also at this meeting Board Policy 3250, *Institutional Planning*, was revised to ensure systematic and integrated planning to include the following:

Long Range Educational Master Plan (*March 2007*)

[http://www.vvc.edu/offices/planningresourcedevelopment/masterplan/EMP\\_VVC\\_Final.pdf](http://www.vvc.edu/offices/planningresourcedevelopment/masterplan/EMP_VVC_Final.pdf)

Facilities Plan (*March 2007*):

[http://www.vvc.edu/staff/VVC\\_Facility\\_MP\\_03-13-07\\_DRAFT.pdf](http://www.vvc.edu/staff/VVC_Facility_MP_03-13-07_DRAFT.pdf)

Staff Diversity Plan (*September 2008*):

[http://www.vvc.edu/committees/diversity/Staff\\_Diversity\\_Minutes\\_9-12-08.pdf](http://www.vvc.edu/committees/diversity/Staff_Diversity_Minutes_9-12-08.pdf)

Student Equity Plan & Appendix:

[http://www.vvc.edu/committees/student\\_services/Student\\_Equity\\_Plan\\_08-09.pdf](http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09.pdf)

[http://www.vvc.edu/committees/student\\_services/Student\\_Equity\\_Plan\\_08-09\\_APPENDIX.pdf](http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09_APPENDIX.pdf)

Matriculation:

[http://www.vvc.edu/committees/student\\_services/Matriculation\\_Plan\\_08-09.pdf](http://www.vvc.edu/committees/student_services/Matriculation_Plan_08-09.pdf)

Transfer Center:

<http://www.vvc.edu/offices/career-center/>

Cooperative Work Experience:

<http://www.vvc.edu/offices/coopedu/>

EOPS:

[http://www.vvc.edu/offices/eops\\_and\\_care/how\\_to\\_apply\\_eops.shtml](http://www.vvc.edu/offices/eops_and_care/how_to_apply_eops.shtml)

Board Policy 4000, *Standards of Educational Excellence*, was drafted by the Academic Senate and submitted to the College Council for review. The College Council recommended the policy to the Board of Trustees, and it was approved by the Board on December 11, 2007. It frames educational excellence, its measurement and improvement, in the context of ongoing professional development which results in improved teaching skills for the benefit of student learning. This policy is the first of its kind in the California Community College system.

For the purposes of program planning and improvement campuswide, the Office of the Institutional Effectiveness provided regularly scheduled program review training for full and part-time faculty and administrators. See link:

[http://www.vvc.edu/PRAISE/PRAISE\\_InstructionalAreas\\_BlankTemplate\\_2008-09\\_Final.doc](http://www.vvc.edu/PRAISE/PRAISE_InstructionalAreas_BlankTemplate_2008-09_Final.doc)

A website was created to disseminate all committee work to the community. In addition, many committees established “team spaces” on the college’s Novell Teaming & Conferencing System. This has enabled committee members to share documents, have discussions, and in some cases conduct surveys to gather information relative to their charge.

Evidence of the changes the college has made toward institutional effectiveness is located in the following documents:

Visit: <http://www.vvc.edu/PRAISE/> (then select any one of the 32 reports from the completed PRAISE Reports drop-down menu. These are provided in PDF format.)

In order to facilitate sound decisions based on these Board policies, the College Council, which serves as the representative collegewide planning body, was reorganized into nine shared governance committees which report to the College Council. See link:

[http://www.vvc.edu/offices/president/CC\\_docs.shtml](http://www.vvc.edu/offices/president/CC_docs.shtml)

The Council is comprised of representatives of five major constituencies including faculty, classified staff, students, and administrators. Each constituency provides at least two representatives. The Council reviews, evaluates, and monitors short and long-term plans developed by the nine major committees. The College Council likewise serves in an advisory capacity to the Superintendent/President and recommends policy development to the Board of Trustees. The committee structure was Board-adopted in November 2007. Much work has been accomplished. The new committee structure allows for a more efficient and integrated means of decision-making. The committees hold regularly-scheduled meetings, evaluate existing processes, report their accomplishments, and make recommendations to the College Council. The purpose and function of each committee follows.

#### **A. Institutional Effectiveness**

The Institutional Effectiveness Committee (IEC) commenced its work with an inaugural meeting in December 2007. To date, committee members have clarified their charge, agreed upon a preliminary definition of “institutional effectiveness,” drafted a timeline with milestones to guide their work, and devised a strategy for developing an evaluation system.

A work session of the IEC was conducted to begin development of an evaluation system for institutional effectiveness. A definition was established, categories were developed for use in specifying measures, and workgroups formed to draft operational definitions. In addition, non-academic committee members learned about what assessment is and why it is important through an instructional exercise facilitated by the IEC chair. The duties and responsibilities of the Institutional Effectiveness Committee are as follows:

- Identifies and defines measurable performance indicators of institutional effectiveness.
- monitors and ensure the effectiveness of college evaluation, planning and improvement.
- Ensures systematic and regular program review for all college programs.
- Validates the assessment of student learning at the course, program, and college levels.
- Provides feedback loop to ensure that college effectiveness is constantly improved by consideration of objective performance data.
- Reviews and reports performance indicators.

The IEC supports the ongoing connection between departmental/discipline planning activities and institutional planning processes. The IEC created PRAISE (Program review, Allocation and Institutional Strategies for excellence), an annual review process. The college now has a three-year record of annual program review, planning and budget augmentation processes which culminates to the annual list of funding priorities linked to the Educational Master Plan.

In spring 2008 the college assigned a faculty member as SLO and Assessment Coordinator, who works closely with all faculty across the disciplines. The Coordinator organizes and directs the development and systematic implementation of learning outcomes in instructional programs and



learning support programs. The Coordinator consults with the Office of Institutional Effectiveness and reports to the Faculty Senate and to the Chief Instructional Officer.

The IEC regularly reviews the PRAISE process as well as the results to ensure that they support ongoing departmental/discipline planning and evaluation efforts. The committee also conducts an annual review of PRAISE results to provide feedback to the departments and to the College Council regarding planning efforts which lead to the effectiveness and overall improvement of the college.

### **B. Finance/Budget and Planning Committee**

The College's first complete cycle of annual program review, planning, and budget augmentation was implemented in FY 2006-2007. The process culminated in a collegewide list of recommended funding priorities for FY 2007-2008.

The college's budget planning processes have also been improved for greater consistency and alignment with college-wide planning efforts and goals. The impetus for the new budget planning process had the following specific goals in mind:

- To better integrate and align with college-wide planning.
- To review all current college expenditure budgets.
- To provide for standardized and equitable budget augmentation requests.
- Conclude with annual review of the college budget process.

Along with organized efforts for budget augmentations, a faculty hiring prioritization process was designed, implemented, and used to identify the newest faculty hires for academic year 2007-2008. Faculty were hired in Child Development, the Library, and Basic Skills. A Counseling position is in recruitment. (See response to Recommendation 3). Prioritization for academic year 2008-2009 will be finalized in fall 2008.

The duties and responsibilities of the Finance/Budget and Planning Committee are as follows:

- Reviews and advises the President's Council and Board regarding budget strategies.
- Ensures that there is general agreement regarding health benefits through a benefits subcommittee.
- Provides two-way communication with the college community regarding budget issues and their implications.
- Reviews unit plans and priorities to ensure financial support.
- Designs and ensures the long and short term planning for the college.
- Monitors plan implementation including resource allocation and assessment.
- Supports budget planning.
- Reviews and advises President's Cabinet regarding action strategies.
- Identifies necessary resources available to ensure the viability of the plan and help ensure plan implementation and success.
- Recommends alternative sources of revenue.

The Finance/Budget and Planning Committee creates annual budget assumptions which are reviewed by the College Council and the Board of Trustees. These assumptions provide the basis for budget development.

### **C. Diversity**

The committee commenced its work with an initial meeting this fall, which focused on the development of a plan to enhance and celebrate diversity on campus. Committee members have identified key diversity training. The committee has also identified a model plan which it will review during its next meeting.

The duties and responsibilities of the Diversity Committee are as follows:

- Creates, implements, and monitors a plan to enhance and celebrate staff and student diversity on campus.
- Suggests strategies to encourage people of diverse backgrounds to participate at the college.
- Conducts training and educational activities associated with diversity.
- Delineates and monitors the long and short term accessibility concerns district wide.
- Monitors implementation of ADA transition plans.

### **D. Facilities**

The Facilities Committee commenced its work beginning with providing input into the college's five-year facilities construction plan and yearly space inventory. The committee also worked directly with an architectural firm in completing the Facilities Master Plan for the district and ensured that the Facilities Master Plan supported the college's Educational Master Plan. The committee developed its goals which include researching and implementing a workable space utilization program for the district to follow. The committee's goals also include implementing a process in to evaluate progress and complete faculty and staff requests for renovations, moves, remodels, etc., in conjunction with ongoing scheduled maintenance and repairs.

The duties and responsibilities of the Facilities Committee are as follows:

- Creates and reviews the Facilities Master Plan.
- Receives reports of construction progress.
- Monitors space utilization of all campus facilities for efficiency and effectiveness in meeting instructional and support service needs.
- Provides input to five year capital plan submitted to the state annually.
- Recommends bond funds allocation and distribution.

### **E. Environmental Health & Safety**

To date, the Environmental Health and Safety Committee has developed and conducted a campus Smoking Survey, resulting in a new smoking policy approved by the Board of Trustees. The committee also developed its goals for the academic year 2008-2009 year and beyond which

include critical areas affecting the health and safety of students, prospective students, all employees, and all individuals who visit the campus.

The duties and responsibilities of the Environmental Health and Safety Committee are as follows:

- Creates a safety plan for the campus.
- Provides training and information regarding safety / disaster preparedness.
- Reviews and monitors disaster plans.
- Coordinates with public agencies.
- Conducts drills and table top scenarios.
- Makes recommendations to ensure preparedness.
- Reviews individual concerns regarding safety and disaster preparedness planning.
- Integrates college police services into all aspects of safety and disaster preparedness.
- Supports all employees wanting to make and/or maintain healthy lifestyle changes.
- Provides health education.
- Provides health and wellness classes for employees at work site.
- Increases morale of employees by sponsoring social gatherings as well as recognized groups and individuals.
- Provides education in nutrition, stress management, fitness, and injury prevention.
- Improves morale, job satisfaction and productivity.
- Develops Employee assistance plan.

## **F. Staff Development**

The Staff Development Committee established criteria and a process for evaluating applications for professional development and travel requests for all full- and part-time faculty and staff. The Learning Assessment Committee, Instructional Technology, and the Teaching-Learning Center worked in collaboration to develop training activities throughout the years in support of effective teaching and staff development. The committee also developed a staff Appreciation Day intended to thank and inform staff and recognize VVC accomplishments.

The duties and responsibilities of the Staff Development Committee are as follows:

- Establishes criteria and evaluates applications for Professional Development travel and conference requests.
- Ensures dissemination of knowledge and skills attained through Professional Development Funding.
- Serves as an advisory group to the Teaching-Learning Center.
- Improves and sustain the professional growth of district employees through collegially planned learning opportunities that continue to support the institution's goals.
- Supports quality teaching, learning, and support services for students by providing resources for employees to develop and fulfill career, personal and professional needs and goals.
- Provides professional development and training to maintain high qualified faculty and staff committed to serving the educational needs of students, foster community partnerships and address the professional growth of all staff members.

- Develops and practice core skills on teamwork, cultural awareness and personal technology.

### **G. Student Services**

The Student Services Committee's accomplishments to date include the revision of the 2004 Student Equity Plan and the 2004 Matriculation Plan. The committee has also been working closely with the Matriculation Advisory Group to develop the Student Services-Categorical Programs self-study. The committee also developed a schedule of training as required by Title 5 Sections 55510 (a) (4); 55516; 55523 (b). Thus far, three training and coordination workshops have been conducted. The Committee also developed their goals for 2008-2009 and beyond. These goals include developing a Student Retention Plan, providing on-going coordination and training regarding matriculation, and developing a plan for revising the online orientation and implementing the plan.

The duties and the responsibilities of the Student Services Committee are as follows:

- Creates plan to constantly improve student success opportunity.
- Determines directions for the improvement of customer services.
- Coordinates with public relations to create recruitment and marketing activities.
- Develops and monitors a one stop for student services.
- Student discipline.
- Oversees compliance with matriculation regulations.

### **H. Sustainability**

The college's Sustainability Committee has made tremendous progress toward accomplishing the goals of the President's Climate Commitment, which is a national initiative to promote an environmentally-sound campus. Following the outline of the President's Climate Commitment, the committee completed the Greenhouse Gas Survey on September 15, 2008. The College also developed a plan for ensuring that all new construction will meet the silver LEED standard and that all new equipment purchased by the college will be environmentally sound. The college has implemented a recycling program. This committee has recommended the building of a wind turbine to generate twenty-five percent of the college's electricity. The committee has initiated a plan, which is being considered campuswide, to "green" the campus by removing grass to be replaced by rock, stone, and drought-resistant plants.

The duties and responsibilities of the Sustainability Committee are as follows:

- Creates a college plan to incorporate the principles of sustainability into the college operations and practices.
- Makes recommendations to faculty, the Academic Senate and Curriculum Committee regarding the infusion of principles of sustainability into the college curriculum.
- Ensures that sustainability principles and practices are the unifying concept of the college.

- Initiates the development of a comprehensive plan to achieve climate neutral as soon as possible.
- Conducts and completes a comprehensive inventory of all college greenhouse emissions and provide updates biannually.

## **I. Technology**

The college's Technology Plan has been completed, and the Technology Committee is in the process of reviewing and developing a schedule to refresh workstations and network infrastructure. In August 2008, the Board approved the position of Executive Dean of Technology and Information Resources. To ensure a more effective work and information flow, the committee has submitted a reorganization plan bringing together Information Technology (IT) and Management Information Systems (MIS) under one division dean.

The Technology Committee selected a private vendor, PlanNet Consulting, to undertake an analysis of campus technology platforms, staffing, training, and other technology-related matters. A major piece of this analysis is the college's capacity to respond to growing demand for technology support and its preparedness for expansion of online instruction. Over a period of 16 weeks, PlanNet conducted a series of surveys and interviews with VVC management, faculty and staff and collected and analyzed various technology documents. The major findings focused on seven areas needing improvement: Infrastructure, ADA, Business Continuity, Technical Services Organization Staffing, Instructional Technology Services, Application Performance, and Registration. See link:

[http://www.vvc.edu/offices/technical\\_services/pdf/VVC-Technology\\_Assessment\\_Report--06-13-08--v3\\_3.pdf](http://www.vvc.edu/offices/technical_services/pdf/VVC-Technology_Assessment_Report--06-13-08--v3_3.pdf)

The Technology Committee is currently developing the following Administrative Procedures:

- Email Use
- Internet Use
- Network Access and Security
- Electronic Records Retention and Archiving
- Care and Use of Computer Enriched Classroom and Labs
- Acquisition of Technology and Instructional Media

The duties and responsibilities of the Technology Committee are as follows:

- Provides recommendations to enhance, improve, and expand communications including telephone, direct contact to campus users and emergency.
- Recommends policies and procedures regarding campus technologies.
- Monitors the adequacy of technology platform to support instruction, students and staff.
- Develops the campuswide Technology Plan and provides oversight for plan implementation and success.
- Monitors and assesses campuswide technology distribution and support in line with end-user needs.

■  
**Response to Planning Agenda**

1. *The college will implement strategies from the Student Equity Plan and the BFAP-SFAA Plan to increase the participation and success of Hispanic students (page 8-5).*

The college has incorporated specific strategies from the Student Equity Plan and BFAP-SFAA Plan. The main strategies focus on outreach to the Hispanic community within the college's service area and reaching under-served populations. A Spanish-English bilingual financial aid specialist spends at least 50% time in the community to provide financial aid workshops and information on college resources. A bilingual counselor spends at least 20% time conducting outreach to the Hispanic community and to other prospective students.

In April 2008, the college hired a college recruiter/outreach coordinator to better disseminate matriculation information to underserved populations. Since implementing focused outreach strategies, the college has increased the Hispanic student population from 25% to nearly 33%. Additionally, in spring 2008, the college has revised the Student Equity Plan to include the newly developed Bridge Program which has gained state-wide recognition.

In spring 2007, the college participated in the Community College Survey of Student Engagement (CCSSE) and data from this survey contributed significantly to our understanding of how students learn. Additionally, a set of five benchmarks for effective educational practices was established to gauge and monitor student performance in areas that are truly central to collaborative learning for tutoring and supplemental instruction programs.

In October 2008 the college opened the Victorville Education Center, jointly supported by the Hispanic Chamber of Commerce. This center will offer courses in College Success, ESL, Parenting, and Citizenship. The college intends to apply to the Accrediting Commission for a Substantive Change.

2. *The Institutional Research Office will assess the organizational culture and the campus-wide knowledge of and understanding of Student Learning Outcomes (page 8-10.)*

The Institutional Effectiveness Committee has completed its work on identifying a conceptual model defining how the college evaluates its effectiveness. The 4 factor model includes:

- Factor 1: Student Learning and Achievement
- Factor 2: Access to College Programs and Services
- Factor 3: Sound Resource Management
- Factor 4: Standards of Excellence

With that model in place, an organizational climate survey will be developed to gauge student, staff, and community perceptions of our progress in those areas. The survey will be administered in spring 2009.

In spring 2008 the college assigned a faculty member as SLO Assessment Coordinator, who works closely with all faculty across the disciplines. The Coordinator organizes and directs the development and systematic implementation of learning outcomes in instructional programs and learning support programs. The Coordinator consults with the Office of Institutional Effectiveness and reports to the Faculty Senate and to the Chief Instructional Officer.

3. *The Institutional Research Office will disseminate and analyze a student climate and staff satisfaction survey on an annual basis (page 8-10).*
4. *The Institutional Research Office will develop a research advisory committee to prioritize research projects and increase the dialogue over quantitative and qualitative evidence for decision making page 8-12).*

The Institutional Effectiveness Committee (IEC) will form an ad-hoc committee to serve as an advisory group to the Office of Institutional Research. This group will function as a review board for non-agendized research requests. The group will be comprised of a Social Science faculty member, a matriculation representative, and an educational administrator.

5. *The Administrative Services staff will conduct an open forum and workshops regarding the budget process and linkages to planning and program review (8-14).*

The college budget processes have become transparent, and regular workshops to various constituent groups including the Board of Trustees have been presented. The justification for budget requests must be linked to the mission and goals of the college, to the results of program review, and to advisory committee recommendations, if any. See link:

[http://www.vvc.edu/staff/0708\\_budgetworkshop.htm](http://www.vvc.edu/staff/0708_budgetworkshop.htm)

6. *The college will develop and implement an online evaluation, planning, research and resource allocation process (page 8-20).*

Imbedded in the college's annual program review and planning process are data retrieval and document submission from the college's website. In addition, the college has implemented an annual program review (PRAISE) which is available online, along with completed PRAISE reports. Institutional Research has also developed an internal enrollment management data source (IR pool). On-going training on how to utilize the IR pool has been available campuswide.

7. *Through community involvement, the Institutional Research Office will further develop measures of institutional effectiveness to evaluate how the college is meeting the needs of the community (page 8-21).*

The Institutional Effectiveness Committee has completed its work on identifying a conceptual model defining how the college evaluates its effectiveness. The 4 factor model includes:

- Factor 1: Student Learning and Achievement
- Factor 2: Access to College Programs and Services

- Factor 3: Sound Resource Management
- Factor 4: Standards of Excellence of Continuous Improvement

With that model in place, an organizational climate survey will be developed to gauge student, staff, and community perceptions of our progress in those areas. The survey will be administered in spring 2009.

8. *The college will develop a Technology Plan Committee to review, update, and enforce the Technology Plan to support student learning (page 10-40).*

The Technology Committee is one of the nine shared governance committee formed as the result of Project Synergy (see Recommendation 3). The college's Technology Plan has been completed, and the Committee is in the process of reviewing and developing a schedule for replacing computers and improving network infrastructure. Additionally, in August 2008, the Board approved the position of Executive Dean of Technology and Information Resources.

To ensure a more effective work and information flow, the committee has submitted a reorganization plan bringing together Information Technology (IT) and Management Information Systems (MIS) under one division dean and one director. The duties and responsibilities of the Technology Committee include the following:

- Provides recommendations to enhance improve and expand communications including telephone, direct contact to campus users and emergency. Recommends policies and procedures regarding campus technologies.
- Monitors the adequacy of technology platform to support instruction, students and staff.
- Develops campus-wide technology plan and provides oversight for plan implementation and success.
- Monitors and assesses campuswide technology distribution and support in line with end-user needs.

9. *Adopt procedures and opportunities for consulting collegially, specifically utilization of recommendations provided by faculty, complete revisions of the Governance Document draft, and implement the ideals of shared governance with the academic senate being relied upon primarily for collegial consultation per Board Policy 4035 (pages 11-8; 11-9). See link:*

[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/BP%204035.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%204035.pdf)

*The goal of participatory governance at Victor Valley College is to reach effective solutions using the expertise of participants so the college team can be more effective as a result of having been considered through the process. As defined by Board Policy 4035, the college regularly consults with the Academic Senate. New policies were adopted by the Board of Trustees on November 13, 2007, to confirm the college's commitment to better decision-making and to strengthen internal structures. These policies include Board Policy 1201, *Shared Governance*;*



and Board Policy 1202, *Institutional Effectiveness*. Board Policy 3250, *Institutional Effectiveness* was also revised to ensure systematic and integrated planning.

### **Evaluation/Analysis**

It is evident that the Board of Trustees took seriously the recommendations of the 2005 visiting team. The Board directed the president to address each of the seven recommendations comprehensively. Through numerous workshops and Board retreats, the Board has gained valuable information guiding them in fulfilling their roles.

All shared governance committees reporting to the College Council have made valuable progress. The committees meet on a regular basis and as they make progress report to the College Council. In addition to committee meetings involving various constituent groups, collegial dialogue and planning occurs in small groups within departments across the campus.

The results of significant planning and reorganization have resulted in a more effective dialogue and decision making as evidenced by the meeting minutes and reports that are regularly posted on the college website.

### **List of Supporting Evidence**

- PRAISE templates, 2008-2009.  
<http://www.vvc.edu/PRAISE>
- Faculty Hiring Prioritization  
[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation1/R1.2%20%20FacultyHiringPrioritization\\_Docs.pdf](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation1/R1.2%20%20FacultyHiringPrioritization_Docs.pdf)
- Board Policy 1201, Shared Governance  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/BP%201201.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%201201.pdf)
- Administrative Procedure 1201, Shared Governance Structure & Responsibilities  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/AP%201201.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%201201.pdf)
- Board Policy 1202, Institutional Effectiveness  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/BP%201202.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%201202.pdf)
- Administrative Procedure 1202, Implementing Institutional Effectiveness  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/AP%201202.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%201202.pdf)
- Board Policy 3250, Institutional Planning

[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/BP%203250.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%203250.pdf)

- Board Policy 4000, Standards of Educational Excellence  
<http://www.vvc.edu/offices/president/docs/board/policies/BP%204000.pdf>
- Agenda and Minutes, Institutional Effectiveness Committee  
[http://www.vvc.edu/committees/institutional\\_effectiveness/iec\\_docs.shtml](http://www.vvc.edu/committees/institutional_effectiveness/iec_docs.shtml)
- Workplan for Development of Institutional Effectiveness Evaluation System  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation1/R1.8%20Workplan%20Development%20of%20Inst%20EffectEvaluation%20System.doc>
- Institutional Effectiveness Indicators Matrix (Draft)  
[http://www.vvc.edu/committees/institutional\\_effectiveness/IEC\\_Matrix\\_Factors\\_Indicators\\_061908.pdf](http://www.vvc.edu/committees/institutional_effectiveness/IEC_Matrix_Factors_Indicators_061908.pdf)
- District Budget  
[http://www.vvc.edu/offices/fiscal\\_services/08-09-budget.shtml](http://www.vvc.edu/offices/fiscal_services/08-09-budget.shtml)
- Educational Master Plan  
[http://www.vvc.edu/offices/planningresourcedevelopment/masterplan/EMP\\_VVC\\_Final.pdf](http://www.vvc.edu/offices/planningresourcedevelopment/masterplan/EMP_VVC_Final.pdf)
- Mojave Sustainability  
[http://www.vvc.edu/academic/agriculture/mojave\\_sustainability\\_project.shtml](http://www.vvc.edu/academic/agriculture/mojave_sustainability_project.shtml)
- Committee website: <http://www.vvc.edu/offices/president/committees.shtml>
- College Council Agendas & Minutes:  
[http://www.vvc.edu/offices/president/CC\\_docs.shtml](http://www.vvc.edu/offices/president/CC_docs.shtml)
- 
- Student Equity Plan & Appendix  
[http://www.vvc.edu/committees/student\\_services/Student\\_Equity\\_Plan\\_08-09.pdf](http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09.pdf)  
[http://www.vvc.edu/committees/student\\_services/Student\\_Equity\\_Plan\\_08-09\\_APPENDIX.pdf](http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09_APPENDIX.pdf)
- Matriculation:  
[http://www.vvc.edu/committees/student\\_services/Matriculation\\_Plan\\_08-09.pdf](http://www.vvc.edu/committees/student_services/Matriculation_Plan_08-09.pdf)
- Board Action on Educational Master Plan and Facilities Master Plan  
Both Master Plans were approved by the board on 06-12-07.

### **Recommendation 2: Student Learning Outcomes**

“To meet the standards' focus on ensuring student success and the quality of programs and services, the team recommends the college conducts meaningful, timely, and inclusive dialogue

with all campus constituents to identify student learning outcomes at the course, program, and institutional levels. The college should also systematically assess these student learning outcomes and use the results of these assessments for the improvement of institutional effectiveness” (Standard IIB.1, IB.4, IB.7; Standard IIA.1c, IIA.2c, IIA.2b, IIA.2f, IIA.2g, IIA.2h, IIA.2i, IIA.3, IIA.6, IIA.6a, IIB.1, IIB.4, IIC.1a, IIC.2; Standard IIIA.1b, IIA.1c; and Standard IVA.1, IVA.2b, IVB.1b).

### **Introduction**

Board Policy 4000 was developed to facilitate the development of measurable indicators of institutional effectiveness which can be monitored and reported to the public. This Board Policy upholds VVC’s high standards of educational excellence in the quality and currency of curriculum and the measurement and improvement of student learning. The college has developed an institutional framework for developing and assessing student learning outcomes at the course and program level. The college’s commitment to Student Learning outcomes is evidenced by campus-wide dialogue which has led to better coordination and lead efforts in this area. The Curriculum Committee, a standing committee of the Academic Senate, has taken the lead and the responsibility for training faculty across the disciplines. The Curriculum Committee’s ongoing review process of new and revised curriculum was strengthened by the hiring of the SLO and Assessment Coordinator who is responsible for training faculty in writing and assessing Student Learning Outcomes and for providing information, resources, and models of learning outcomes. Extensive training of faculty and administrators continues to take place at an accelerated pace.

### **Progress and Accomplishments**

Board Policy 4000, Standards of Educational Excellence, was reviewed by the Faculty Senate on November 1, 2007, reviewed by College Council, and approved by the Board of Trustees on December 11, 2007. This policy formalized the district commitment to excellence in curriculum, learning assessment and improvement, institutional effectiveness, and instructional proficiency. Also reviewed by Faculty Senate on November 1, 2007 was Administrative Procedure 4000, *Sustaining Standards of Educational Excellence*, which specifies standards for curriculum review, course-embedded learning outcomes assessment on all levels, requires components in the cycle of SLO assessment and improvement, the use of SLO assessment for program evaluation, and district support for professional development.

In spring 2007, the college participated in the Community College Survey of Student Engagement (CCSSE) and data from this survey contributed significantly to our understanding of how students learn. See link:

<http://www.ccsse.org/survey/public-profile.cfm?ipeds=125091&source=2007>

Additionally, a set of five benchmarks for effective educational practices was established to gauge and monitor student performance in areas that are truly central to collaborative learning for tutoring and supplemental instruction programs.

- The Institutional Effectiveness Committee has developed and specified a four-factor model to assess institutional effectiveness: student learning and achievement, access to programs and services, resource management, and standards of college excellence
- Weekly faculty-led SLO training, dialogue, and professional development activities occur in the Teaching Learning Center. Open sessions for curriculum development occur every Thursday from 2 p.m. to 5 p.m. Sessions providing assistance on developing SLOs and assessments were planned for every Friday from 11 a.m. to 2 p.m.
- On November 1, 2007, the Academic Senate amended the existing Program Review process to include SLOs and assessment on the course, program, and learning support levels. Instructional and Learning Support Program Review reports for the academic year 2008-2009 include a planning form to be used to report self-imposed deadlines for SLO approval and assessment for each course, certificate, and support service or activity.
- Eight assessment teams, supported by Title V Hispanic Serving Institution grant funds, implemented assessment plans during the fall 2007 term. Teams submitted documentation of assessment results, analysis, and department dialogue for project efforts during fall 2007; also included in the required reports were improvement plans for the following term. Thus, project schedules called for the completion of a full assessment-improvement cycle by the end of spring 2008.
- In collaboration with the Title V Hispanic Serving Institutions grant, faculty members participated in the SLO academy which occurred last summer. The college adopted a Train the Trainers model, utilizing trained faculty to train others within their disciplines. Currently they are training other faculty on assessment utilizing best practices.
- Student learning outcomes have been written for approximately 1200 out of an estimated district total of approximately 1400 credit courses, resulting in a 90% completion rate. Student learning outcomes have been required components of each course outline of record since Fall 2004. In order to facilitate curriculum development and approval, CurricUNET (a curriculum management system) was implemented in September, 2007. The system, created and implemented in the San Diego Community College, is used at many community colleges in the state. This integrated online system allows for a more streamline review and approval process. The curriculum submission requirements were revised to include student learning outcomes and methods of assessment. In addition, student learning outcomes and methods of assessment are now required for approval of certificates. Since implementation, seven programs have been updated with SLOs.
- Drafts of general education learning outcomes and an assessment plan for academic year 2007-2008 were presented to the Academic Senate and chairs of key departments offering General Education courses. Several faculty members have been recruited to refine and finalize the draft GE SLOs.
- In spring 2008, a faculty member was reassigned as an SLO and Assessment Coordinator was hired. The SLO and Assessment Coordinator organizes and directs the development and

systematic implementation of learning outcomes assessment in instructional programs and faculty student and learning support programs. See link

[http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/resolutions/passed/FS\\_Resolution\\_Full-Time\\_StudentLearningOutcome\\_AssessmentCoordinator.pdf](http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/resolutions/passed/FS_Resolution_Full-Time_StudentLearningOutcome_AssessmentCoordinator.pdf)

- The Learning Assessment Committee finalized draft GE SLOs and the process/timeline for GE SLO final development. Faculty approved the GE SLOs last spring and they will be assessed by the end of spring 2009. This is a collaborative effort between the Faculty Senate's Learning Assessment Committee and administration. In addition, faculty members trained through the SLO Academy in the summer 2007 work alongside department chairs to share their expertise and ensure quality of SLOs and their assessments.
- Course level SLOs have been assessed in biology, chemistry and English, resulting in best practices. These are being shared with faculty through workshops and individual coaching sessions.
- The Academic Senate developed and approved Assessment Report forms that are to be submitted by each instructional and learning support department beginning with Program Reviews for the academic year 2009-2010. The final deadline for completing and reporting SLO assessment of all courses, programs, and support services is fall 2010. See link:

<http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/Course%20Assessment%20Report%20Template.doc>

- Information competency was included in the general education philosophy as a student learning outcome for the associate degree, and the Graduation Requirements Committee has proposed an implementation date of fall 2008. The focus of the library's information competency program is a library skills instruction session and workbook required for all English 101 (English composition and reading) students. Student learning outcomes for the library's information competency program have been developed and a collaborative effort with English faculty to assess SLOs will be implemented in the spring 2008 semester. Assessment of information competency as a general education SLO for English 101 has been implemented and is being tested in multiple sections across the campus.
- Through Project Synergy, defined in Recommendation 3, a new administrative position, Executive Dean of Instruction, has been approved, though not yet funded. Core functions of this position include administrative coordination and support for student learning outcomes and assessment, curriculum development, and professional development.
- In addition to changes in the college's organizational structure that reflect its institutional commitment to assessment practice and empowering decision-makers at the level of direct student impact, the job description for instructional deans is currently being revised to ensure facilitating SLOs is an inherent function. In this way, responsibilities for SLO assessment

practice across all levels—faculty, department chairs, deans, and senior administration—can be shared and clarified.

### **Response to Planning Agenda**

*10. The Institutional Research Office will assess the institutional culture and the campus-wide knowledge of and understanding of student learning outcomes. (8-10)*

The Institutional Effectiveness Committee has completed its work on identifying a conceptual model defining how the college evaluates its effectiveness. The 4 factor model includes:

- Factor 1: Student Learning and Achievement
- Factor 2: Access to College Programs and Services
- Factor 3: Resource Management
- Factor 4: Standards of Excellence

With that model in place, an organizational climate survey will be developed to gauge student, staff, and community perceptions of our progress in those areas. The survey will be administered in spring 2009.

*11. Focused research will be conducted, interpreted, and applied in the future as the institution moves increasingly toward defining, identifying, and incorporating student learning outcomes within its programs and courses. Until those efforts are more fully realized, the institution will continue to research its student population in order to assess as well as address students' educational needs (pages 9-3).*

Research on the college's student population is part of the ongoing agenda for the Office of Institutional Research. See links:

<http://www.vvc.edu/offices/research/>.  
<http://www.vvc.edu/offices/research/quickfacts.shtml>

Quick Facts are published every term on the college's website to inform the campus community of student characteristics. In addition, research is conducted to address specific questions relative to students' educational needs, including but not limited to the following:

Course retention and success rates are provided as part of the annual program review and planning cycle. See link:

<http://www.vvc.edu/PRAISE/>

Research in support of the Student Equity Plan and Basic Skills Initiative are contained in the following links:

[http://www.vvc.edu/committees/student\\_services/Student\\_Equity\\_Plan\\_08-09.pdf](http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09.pdf)

[http://www.vvc.edu/committees/student\\_services/Student\\_Equity\\_Plan\\_08-09\\_APPENDIX.pdf](http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09_APPENDIX.pdf)

<http://www.vvc.edu/offices/bsk/Basic%20Skills%20Action%20Plan%20Cover%20Page%20and%20ABCD%20secti.pdf>

12. *The college will institute a program by which student learning outcomes can be effectively assessed, particularly as they are influenced by delivery modes and teaching methodologies.(9-14)*

Student learning outcomes assessment at the course and program levels is embedded in the annual program review and planning process. See link.

<http://www.vvc.edu/PRAISE/>

As part of the unit planning documents, instructional and student services departments must identify their timeline for assessing outcomes. Where outcomes have been assessed, a summary of findings, faculty discussions, and plans for improvement must also be submitted.

With respect to assessment of outcomes by instructional delivery mode, the institutional research office will conduct a study comparing course retention and success rates of face-to-face courses and distance learning.

13. *The Office of Instruction and the Office of Student Services will work closely to ensure that evaluation of coursework is relevant and thorough, particularly in terms of student learning outcomes as defined and implemented at Victor Valley College. (9-46)*

Instruction and Student Services are now combined under one Executive Vice President to ensure collaboration, effective communication, and cohesiveness of vision. In addition, through the Academic Senate's Curriculum Committee, the Office of Student Services and the Office of Instruction work closely to ensure coursework is relevant and thorough. One of the Curriculum Committee's primary functions is to promote student success by identifying the skills or knowledge essential or recommended to succeed in designated classes. Rigorous procedures for establishing advisories, prerequisites, and co-requisites safeguard student access and help promote student success. The articulation officer and at least one other counselor are members of the Curriculum Committee. The Curriculum Committee reviews all course outlines, recommends establishment of pre-and co-requisites, and advisories for degree-applicable courses. The division deans and department chairs ensure that associate degree credit courses and pre-collegiate basic skills course are taught by qualified instructors and in accordance with the course outline of record. With the implementation of CurricuNet, all courses have been reviewed for relevance, currency and appropriateness. Numerous courses have been deleted through this joint review process.

### **Evaluation/Analysis**

The college has worked collaboratively to meet an aggressive goal that 100% course-level SLOs will be formulated with assessment methods identified by fall 2008 and that GE SLOs will be

developed and assessed by spring 2009. The current cadre of SLO practitioners will provide the training and translation of good practice standards—which is further buttressed by the emerging community of practice in the Teaching-Learning Center. In addition, integrating an assessment reporting requirement in the annual program review and planning process, in tandem with the clarification of the various roles in support of SLO development currently underway in the SLO task force, provides a sound foundation for establishing sustainable SLO assessment practice.

### **List of Supporting Evidence**

- Sample Assessment Reports Chemistry, English-Reading, Philosophy, Religious Studies  
[http://www.vvc.edu/offices/faculty-services/faculty-senate/slos.shtml#slo\\_examples](http://www.vvc.edu/offices/faculty-services/faculty-senate/slos.shtml#slo_examples)
- Board Policy 4000 (Standards of Educational Excellence)  
<http://www.vvc.edu/offices/president/docs/board/policies/BP%204000.pdf>
- Administrative Procedure 4000 (*This document is currently in draft form*)
- Senate SLO Coordinator Resolution and Coordinator Responsibilities  
[http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/resolutions/passed/FS\\_Resolution\\_Full-Time\\_StudentLearningOutcome\\_AssessmentCoordinator.pdf](http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/resolutions/passed/FS_Resolution_Full-Time_StudentLearningOutcome_AssessmentCoordinator.pdf)
- Revised Program Review Templates:  
[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20-%20PRAISE\\_CampusSupport\\_BlankTemplate\\_2008-2009\\_Draft1.doc](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20-%20PRAISE_CampusSupport_BlankTemplate_2008-2009_Draft1.doc)  
  
[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20PRAISE\\_InstructionalAreas\\_BlankTemplate\\_2008-09\\_Final.doc](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20PRAISE_InstructionalAreas_BlankTemplate_2008-09_Final.doc)  
  
[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20PRAISE\\_StudentSupport\\_BlankTemplate\\_2008-2009\\_Draft1.doc](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20PRAISE_StudentSupport_BlankTemplate_2008-2009_Draft1.doc)
- SLO Assessment Planning Forms, SLO Assessment Report Forms  
[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20-%20PRAISE\\_SLOAssessmentPlanning&Report.doc](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.4%20-%20PRAISE_SLOAssessmentPlanning&Report.doc)
- Notes, Workplan for Course-level SLOs  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.5%20-%20Notes,%20SLO%20Workplan,%202008-2009.doc>



- Draft GE SLOs and Assessment Plan  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.6%20-%20GE%20SLO%20Development%20Schedule%20and%20Draft%203.doc>
- Information Competency Outcomes, Objectives, Assessments  
<http://www.vvc.edu/offices/faculty-services/faculty-senate/slos.shtml>
- TLC Spring 2008 SLO schedule.  
<http://gwcal.vvc.edu/mplusextranet/scp.dll/calendar?user=Teaching%20Learning%20Center&date=20080401&template=gwextra&lang=en-us&calendar=&html=&view=month&xsl>
- Sample CurricUNET Word Reports  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.8%20-%20CurricUNET%20Word%20Reports.pdf>
- TLC SLO resources (Course SLO Guide; Mapping Objectives to Outcomes; SLO Verbs per Bloom's Taxonomy)  
<http://www.vvc.edu/offices/faculty-services/faculty-senate/slos.shtml>
- Approved job description: Executive Dean of Instruction.
- Reorganization Chart  
[http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/Org\\_Chart\\_Per\\_Synergy\\_asof07092008.pdf](http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/Org_Chart_Per_Synergy_asof07092008.pdf)
- SLO and Assessment Coordinator job description
- SLO course status (*access requires login*)  
[http://team.vvc.edu/ssf/a/do?p\\_name=ss\\_forum&p\\_action=1&action=view\\_permalink&binderId=789&entityType=workspace](http://team.vvc.edu/ssf/a/do?p_name=ss_forum&p_action=1&action=view_permalink&binderId=789&entityType=workspace)
- Course SLO: Writing Guide  
<http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/Course%20SLO%20Guide%2015.doc>
- General Education Assessment schedule and timelines  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation2/R2.6%20-%20GE%20SLO%20Development%20Schedule%20and%20Draft%203.doc>
- Student Equity Plan & APPENDIX:  
[http://www.vvc.edu/committees/student\\_services/Student\\_Equity\\_Plan\\_08-09.pdf](http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09.pdf)

[http://www.vvc.edu/committees/student\\_services/Student\\_Equity\\_Plan\\_08-09\\_APPENDIX.pdf](http://www.vvc.edu/committees/student_services/Student_Equity_Plan_08-09_APPENDIX.pdf)

- Matriculation:  
[http://www.vvc.edu/committees/student\\_services/Matriculation\\_Plan\\_08-09.pdf](http://www.vvc.edu/committees/student_services/Matriculation_Plan_08-09.pdf)
- SLOs With Assessment Measures  
<http://www.vvc.edu/offices/faculty-services/faculty-senate/slos.shtml>
- CCSSE Survey  
<http://www.ccsse.org/survey/public-profile.cfm?ipeds=125091&source=2007>

### **Recommendation 3: Organizational Structure and Staffing**

*"The team recommends that the college evaluates and addresses its organizational structure and staffing needs. The evaluation should include, but not be limited to, technology support, risk management, maintenance and operations, and human resources. The college should take appropriate actions to implement the results of the evaluation and must address the lack of sufficient staffing" (Standard IIIC.1d, IIIC.2, IIIA.2 and Standard IVB.2a).*

#### **Introduction**

At the direction of the Superintendent/President, working through the College Council, Project Synergy was launched on November 27, 2007, as a result of an all day workshop. Project Synergy focused on the college's reorganization efforts and staffing needs. The workshop was facilitated by an organizational change expert from the office of the San Bernardino County Superintendent of Schools. The purposes of the workshop included (a) enabling dialogue about collaboration and innovation; (b) allowing for reflection on the implications of redirection/reinvestment of our organizational structures and processes; and (c) equipping participants with fundamentals in facilitating collaboration and innovation. The experiential outcomes provided a philosophical background which group members sought to maintain throughout their dialogue. The more practical outcome for the workshop was the creation of a six- month action plan for reorganization efforts.

#### **Progress and Accomplishments**

Project Synergy Group was formed to develop recommendations for college reorganization. This group of volunteers from across the college adopted the name "College Synergy Group" at its first meeting because it denoted cooperation and working together. These notions better captured the intent of the group, which is to consider the college's organizational structure from new perspectives, rather than simply reshuffling work units on an organizational chart. Foremost in these new perspectives are the themes of collaboration and innovation, two of the newly adopted core values for the college. The writings of Sally Helgesen (*Web of Inclusion*, 1995) and Etienne Wenger (*Communities of Practice*, 2005) were core ideas in the discussion. Most importantly,

the group maintains “we are stronger together than separate,” and intends to create an organizational structure where silos no longer exist.

Project Synergy Group executed its charge in the months following the workshop, disseminating information via the college website. A summary of the recommendations for college organization was presented to the Board of Trustees on March 12, 2008. See link: [www.vvc.edu/offices/president/project\\_synergy.shtml](http://www.vvc.edu/offices/president/project_synergy.shtml)).

The new college organizational structure was implemented as of July 1, 2008.

The college has developed a position called Human Resources Compliance Coordinator which has been approved for recruitment by the President’s Cabinet. This position will support risk management and compliance functions. In the year following the 2005 visit, the college addressed structural and staffing needs in technology support, maintenance and operations, and human resources as reported in previous progress reports.

A systematic process was developed and implemented for prioritizing faculty hires based on established college goals and priorities. For FY 2007-08 and FY 2008-09, this process resulted in the hiring or the approval and budgeting to hire nine faculty, four administrators, and six classified staff.

### **Response to Planning Agenda**

14. *As funding becomes available, respond to the needs to fill vacant positions, as well as develop job descriptions and recruitments for new positions, such as Director of Institutional Planning & Research and Dean of Corporate & Community Education (page10-6).*

The college developed a hiring prioritization for faculty. The process for identifying new or replacement positions involved participation of individuals from across the disciplines as well as representatives from the management teams. The work of the hiring prioritization group resulted in five new faculty either hired or currently in recruitment.

The college developed a new position of Executive Dean of Institutional Effectiveness, supporting institutional planning and research. The work of the Synergy Group also resulted in the development and redesign of the Dean of Corporate & Community Education, which is now called Dean of Student and Workforce Development, reporting to the Executive Vice President of Instruction and Student Services.

In addition, the college is in recruitment for two new administrative positions, the Vice President of Administrative Services and the Director of Evening Operations and Instructional Support Programs. Upon available funding, the college plans to hire an Executive Dean of Technology and an Executive Dean of Curriculum and Learning Resources. For 2008-09 the college intends to recruit for three classified positions.

15. *In 2005, the Office of Human Resources will be revising the Faculty and Staff Diversity Plan Draft to conform to new guidelines, which are to be provided by the Chancellor's Office (page 10-10).*

The college hired a new Vice President of Human Resources who has made a commitment and a priority with the assistance of the Diversity committee to complete the plan during fiscal year 2008-2009. An initial draft of the Diversity Plan has been completed and will be forwarded to the College Council for review before it is submitted to the System Office.

16. *As the college grows, the Human Resources Office must also demonstrate growth in order to respond to increasing needs. This growth would include more personnel in both human resources and payroll, additional training for staff, improved access to technology, implementation of new software, and ongoing assessment of services (10-12).*

The Vice President of Human Resources was recently hired and is currently reviewing the organizational structure and technology needs in Human Resources. A thorough planning document will be developed and submitted to President Cabinet and college Council. The restructuring of the Human Resources Office will result in the redesign of vacant positions to better align with state requirements for facilitating compliance aspects. The position of Human Resources Compliance Coordinator has been approved for recruitment by the President's Cabinet. This position will support risk management and compliance functions. The redesign of a second vacant position will also more effectively incorporate human resources technical functions. The HR Office also developed and implemented an online application process, enabling the college to respond to the needs of prospective applicants across the nation.

### **Evaluation/Analysis**

The college has evaluated and addressed its organizational structure and staffing needs consistent with new shared governance policies and procedures. Moreover, during the planning process, the college community identified core principles as the new organizational structure was created. The final organizational structure is truly a culmination of many hours of self-reflective dialogue and demonstrates principles and values for the redesign. In this way, progress on established college-wide priorities is being facilitated. For FY 2007-08 and FY 2008-09, this process resulted in the hiring or the approval and budgeting to hire nine faculty, four administrators, and six classified staff.

### **List of Supporting Evidence**

- Summary of Project Synergy (new college organizational structure)  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation3/R3.1%20-%20Synergy%20Summary.doc>
- Recruitment Status Report  
[http://www.vvc.edu/committees/Rcrtmt\\_Status10-08-08.pdf](http://www.vvc.edu/committees/Rcrtmt_Status10-08-08.pdf)

- Board Policy 1201, Shared Governance  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/BP%201201.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%201201.pdf)
- Administrative Procedure 1201, Shared Governance Structure & Responsibilities  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/AP%201201.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%201201.pdf)
- Board Policy 1202, Institutional Effectiveness  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/BP%201202.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%201202.pdf)
- Administrative Procedure 1202, Implementing Institutional Effectiveness  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/AP%201202.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%201202.pdf)
- Board Policy 3250, Institutional Planning  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/BP%203250.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%203250.pdf)
- Administrative Procedure 3280, Grants Development and Administration
- Administrative Procedure 7120(a), Interim Appointment to Vacant Management Positions
- Committee website:  
<http://www.vvc.edu/offices/president/committees.shtml>
- College Council Agendas & Minutes:  
[http://www.vvc.edu/offices/president/CC\\_docs.shtml](http://www.vvc.edu/offices/president/CC_docs.shtml)
- PlanNet Technology Report:  
[http://www.vvc.edu/offices/technical\\_services/pdf/VVC-Technology\\_Assessment\\_Report--06-13-08--v3\\_3.pdf](http://www.vvc.edu/offices/technical_services/pdf/VVC-Technology_Assessment_Report--06-13-08--v3_3.pdf)
- Job description for Compliance Coordinator
- Job description for Resource Specialist
- Human Resources Organizational Structures

#### **Recommendation 4: Financial Resources**

*“The team recommends that the college’s institutional planning be reviewed so that it reflects a realistic assessment of its financial resources, the development of additional financial resources through public/private partnerships, and the management of expenditures. The team further recommends that the college, to ensure long-term financial stability, clearly identifies appropriate resources and plans for full payment of the 1997 Certificate of Participation” (Standard IIID.1b, 1c, 2c, 3).*

## **Introduction**

The college administration has undergone many changes since the last report was submitted. The Vice President of Administrative Services accepted a position at another community college, and the vice presidents of human resources and instruction also left the district in June 2008. This turnover--while difficult--has been positive in that it has caused the college to look deep within itself to reassess how it is doing business. This has entailed the input of administration, faculty, staff, and students.

The college has faced a revenue shortfall over the past few years as there was a drop in Full-Time Equivalent Students (FTES). This resulted in a reduction in the State apportionment that the district received, while salary and benefit costs continued to rise due to contractual obligations. This, coupled with threats of mid-year cuts at the state level, has caused the district to have to look at alternative ways to maintain its fiscal integrity.

During the preparation of the FY 2008-2009 budget, the FY 2007-2008 budget was analyzed. The FY 2007-2008 budget resulted in a significantly improved budget situation for the college. The president convened a sub-committee of the College Council named the Kitchen Cabinet. The goal of the group was to provide recommendations to the President, the constituent groups and the College Council. All recommendations of the group were utilized in preparation of the current budget. The planning process of the college recognizes the needs for some enhancements even in challenging economic times. It was decided to hire five new faculty, three new classified positions, and at least three administrators. The planning process recommended enhancements to the adjunct budget to accommodate new student growth of approximately 15%.

Since the college budget represents a fiscal plan which must address the revenue shortfall, the FY 2008-2009 budget relies upon cost savings, enrollment growth strategies and the use of one-time only reserve funds to ensure an adequate ending balance. The challenges faced by the college will not be eradicated in a single budget year; therefore, this year's budget must be considered a first step of a five year turn-around strategy. Achieving academic excellence requires a significant investment in the stability of the college's resources including faculty, staff, equipment, instructional supplies, materials, and technology. This five-year budget plan maintains a commitment to staffing through a negotiated salary structure that identifies salaries for all full-and part-time faculty, and classified for the next three years. Also, we need to maintain a stable offering of sections which require the expansion of technology and instructional equipment in support of student learning. To reduce the cost of college operations, several strategies are being employed and will be expanded over the next three years. These actions include:

- Tighter control over purchasing procedures
- Hiring freeze of vacant positions with limited exceptions
- Long-term planning for expanded savings with alternative energy strategies
- Movement of all staff to a composite rate for medical benefits as of July 2008
- Development of alternative sources of revenue

### **Progress and Accomplishments**

- The FY 2007-2008 Ending Balance was \$2.6 million higher than budgeted.
- All contractual obligations have been met and there have been no lay-offs to date and none anticipated.
- The college reduced its reliance on reserves by \$3 million.
- The college developed an Enrollment Management Plan for 15% growth.
- The college developed a bond initiative which, if passed, will benefit the operating budget by a least \$3 million.

### **Response to Planning Agenda**

17. *The college should reevaluate its Guaranteed Investment Contract to establish when the District will have to start making payments from the General Fund, and start setting funds aside for that purpose (page 10-43).*

The college has a Guaranteed Investment Contract (GIC) of over \$30 million and is earning a fixed rate of interest at 7.75%. While the college's planning agenda implies that the GIC needs to be paid back, it does not. The GIC is a reserve which generates interest income.

The college has an obligation, however, to repay the Certificates of Participation (COP). The college started making principal and interest payments on the COP in FY 2005-2006. These payments are budgeted and are being paid from the General Fund. For FY 2008-2009, the college has budgeted \$3.05 million to cover all costs associated with the COP.

The college placed a \$297.5 million bond issue on the November 2008 ballot. There are five specific projects for which bond proceeds will be used. The first and foremost will be to retire the \$52.5 million certificates of participation (COP). There are several community colleges in the State that have retired COP with their voter-approved bond measures.

The list of California community colleges that have used bond fund to retire debt related to capital projects may be found in the following link:

[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/Other\\_CCCs\\_used-bonds-to-retire-their-past-funding.pdf](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/Other_CCCs_used-bonds-to-retire-their-past-funding.pdf)

The Certificates of Participation (COP) were issued at a time when the college had many acility needs, but there was no State funding available. The list of projects completed by COP may be found in the following link:

[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/SummaryofExpenditures\\_1997\\_COPs.pdf](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/SummaryofExpenditures_1997_COPs.pdf) .

Because of the outstanding reputation that the college now enjoys, the college stands a good chance of passing the bond at the time of the November election. The only other bond issue that the college passed was for \$2 million in 1961, when the district was first established.

In the event that the bond does not pass, the district does have a contingency plan to repay the COP. It will refinance the COP by restructuring the payment schedule to one that has a fixed rate and has flatter principal and interest payments. In addition, the college will make adjustments to its spending to account for this. Using the GIC to make COP payments is not the desire of the college. The preference is to use these dollars to fund instructional and support needs of the college for which there are no alternative revenue streams.

In addition, the college was proactive in setting funds aside to fulfill the GASB 43/45 requirements. The last actuarial study conducted in March 2006 determined the district's other post employment benefits cost at \$7.1 million. The district has set aside \$3.1 million, which puts the college in an excellent position to retire the full liability well within the 30 years allowed. The Board of Trustees approved the creation of an irrevocable trust for the purpose of paying the retiree benefits. The funds will be invested this year, and the college will continue to invest a minimum of \$100,000 each year. The college will commission an actuarial study this year as required by law.

*18. The college will continue to reach an FTES goal of 2-3% higher than the FTES-funded cap (page 10-46).*

The college has worked diligently to perfect its enrollment management so that classes are scheduled efficiently with greater fill rates. The college has an aggressive plan to grow by 15% in FY 2008-2009 in an attempt to reach 10,000 FTES, increasing the college's base funding by approximately \$1.06 million annually.

*19. The college will seek alternate sources of revenue and resources (page 10-46).*

One of the most recent efforts to increase revenue was to lease several of the college's modular buildings to Azusa Pacific University. This will bring in \$100,000 in new revenue for FY 2008-2009. Additionally, the college is expanding its Contract Education program to offer training to employees in local businesses.

The college has included lease space into its two proposed centers in Apple Valley and Hesperia. The college has discussed a partnership with the San Bernardino County One-Stop Shop. The County is very anxious to lease space at the college's proposed center in Hesperia. Recently the college decided to take advantage of its unprecedented enrollment growth by accelerating the timeline by which it will reach 10,000 FTES. The college's strategy is to manage enrollment so as to reach this goal by 2008-2009, thereby permanently increasing the college's base funding by approximately \$1.06 million annually.

The Victor Valley College Foundation continues to generate funds in support of its Endowment, which generates interest income in support of college programs and services. Additionally, the Foundation provided over \$100,000 in student scholarships last year.

The district is installing a wind turbine on the campus at a one-time cost of \$1.5 million; Southern California Edison is matching with an additional \$1.5 million. The college anticipates that power generated by the turbine will reduce electricity costs by 25%.



20. *The college will remain alert to needed budget management controls and provide accurate and timely information for decision-making (page 10-47).*

The Director of Fiscal Services conducts training sessions on the district's financial management system so that incoming administrators, managers, department chairs, and classified members are able to run reports for their budgets. Further, they are shown how to read these budget reports in order to facilitate making informed, sound decisions.

The Director of Fiscal Services recently conducted an informative training session to a number of department chairs. Topics included the revenue sources of the college and how they are earned, an explanation of FTES and how it affects our state apportionment, and a description of the budgeting process and how operational and equipment needs can be met.

As the administration of the college receives critical information from the Chancellor's Office or from the Community College League of California on issues that will affect the college community as a whole, the administration has effectively communicated information not only to the Board of Trustees, but also to the college staff. For instance, the effects of the recent delay in the passing of the State budget were communicated on a weekly basis. The college had prepared for the delayed budget signing by having the Board approve a temporary loan against its future property tax revenue. Several colleges in the State, including Victor Valley College, were also in discussions with the Chancellor's Office about participating in a Tax Revenue and Anticipation Note (TRANS) to meet its short-term cash flow needs. As it turned out, neither of these interventions was necessary.

21. *The college will strive for accurate financial documents, and to adhere to public accounting standards (page 10-48).*

The college has been successful in preparing and maintaining accurate financial documents that reflect appropriate allocations to support student learning. The FY 2007-2008 annual CCFS-311 report shows the manner in which the district spent its unrestricted and categorical funds during the fiscal year. One of the sections of the report determines the percentage of the budget spent on instructional programs. In FY 2007-2008 fifty-six percent of the college budget was spent on student learning.

Annual audits have shown the college appropriates and expends college funds in a responsible fashion. The college is dedicated to adhering to public accounting standards, evidenced by our successful annual audits. The district not only has its regular external audit, but San Bernardino County also performs an annual audit of accounts payable to ensure that expenditures are supported with proper backup and signatures.

Proposed audit findings are discussed with the Vice President of Administrative Services and the Director of Fiscal Services. In the instance that an audit finding is identified, the Vice President of Administrative Services and the Director of Fiscal Services work with the appropriate departments so that in subsequent audits all issues are resolved.

22. *The college will communicate to the campus on the budget process for the upcoming fiscal year (page 10-48).*

The Finance/Budget and Planning Committee is a shared governance committee that meets to discuss budget assumptions for the upcoming fiscal year, enrollment trends, and budget needs. The agendas and minutes are posted on the college's website. Further, it is the responsibility of the committee members to communicate to their constituencies the topics and issues discussed. The committee met to go over the FY 2008-2009 budget assumptions in March 2008. Due to the departure of the Vice President, Administrative Services, the committee did not meet for the next several months, but the committee was reconvened to go over the FY 2008-2009 budget prior to its being presented to the Board of Trustees on September 9, 2008.

Two separate budget presentations were made to the Board of Trustees, one in May 2008 and the other in September 2008. See link: [http://www.vvc.edu/staff/0708\\_budgetworkshop.htm](http://www.vvc.edu/staff/0708_budgetworkshop.htm)

College faculty, staff, and community members were invited to attend. The budget workshop in May provided a detailed look at enrollment, revenues, expenditures, savings strategies, and budget shortfall. A considerable amount of time was spent discussing possible saving strategies to address the trend of expenditures-over-revenue spending.

The strategies included the following:

- A modified hiring freeze, i.e., not hiring some positions that are currently vacant.
- One-time reductions to supply and travel accounts
- Earlier cutoff date for purchases from the unrestricted general fund.
- Looking for additional revenue sources to help meet the needs of the growth in the district.
- Utilizing savings as the result of interest rate decline.

23. *The college will be cognizant of the salary/benefit portion of the budget and will ensure the ratio does not exceed 80% (page 10-50).*

The college has many employees who have been with the college for a significant period of time. Obviously, as a result of their being high on the salary schedule and their longevity, they are more costly than employees who have a shorter history with the college. To encourage those employees with the highest salaries and benefits to retire, the district offered a Supplemental Employee Retirement Plan (SERP). Twenty-three employees took advantage of SERP. The district will save approximately \$737,000 in the first year and has projected savings of \$3.7 million over the next five years. The savings are attained by a reduction in staff and by new hires coming in lower on the salary schedule. As a result of SERP the salary and benefits portion of the FY 2008-2009 budget represents 79.6 percent of the total budget, which adheres to the college's self-imposed goal not to exceed 80 percent.

24. *The college will continue to adhere to district policies and act on legal review and advice for contracts and agreements (page 10-52).*

The college has established a formal procedure relative to engaging into contracts and agreements. The procedure includes a review by the appropriate Vice President. The tentative agreement is then sent to the San Bernardino County Counsel or to the Board approved law firm.

The complexity of the contract or agreement determines which entity to employ. After legal review, the contract or agreement is agendized for Board of Trustees' ratification or approval.

### **Evaluation/Analysis**

During FY 2007-2008, the college experienced unprecedented growth. The college was able to fully restore its base funding level and was able to grow well beyond its base. This restoration was due largely to a diligent enrollment management effort, which included offering fewer sections in order to maximize enrollment, resulting in substantial salary savings. See link: [http://www.vvc.edu/offices/research/headcount\\_trends/CCFS-320\\_2007-2008\\_YearEndAnalysis\\_web.pdf](http://www.vvc.edu/offices/research/headcount_trends/CCFS-320_2007-2008_YearEndAnalysis_web.pdf)

As the FY 2008-2009 is underway, the growth trend continues, and the college is anticipating enrolling 10,000 FTES by the end of this fiscal year. This will result in additional State apportionment of approximately \$1.06 million annually.

### **List of Supporting Evidence**

- District 2008-2009 Final Budget  
[http://www.vvc.edu/offices/fiscal\\_services/08-09-budget.shtml](http://www.vvc.edu/offices/fiscal_services/08-09-budget.shtml)
- Budget Assumptions for Fiscal Year 2008-2009  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/R4.1%20-%20Budget%20Assumptions%2008-09.doc>
- Five-Year Budget Plan  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/R4.2%20-%205-Yr%20Budget%20Plan.xls>
- Board minutes authorizing refinance of the 1997 Certificates of Participation.  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/R-4.3%20Board%20Certification%20for%20COP%20Refinance.pdf>
- Community Survey  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation4/R-4.4%20Community%20Survey.pdf>
- Institutional Research website:  
<http://www.vvc.edu/offices/research/>
- Board Approval of the following grants:  
Title V Cooperative Grant (2) Approved – 12/13/05 and 11/14/06  
Upward Bound and Upward Bound Math & Science: Approved – 11/03/07  
CAHSEE: Approved – 02/07; Approved – 10/07

GEAR UP: Approved – 08/05/08

### **Recommendation 6: Campus Climate**

*“The team recommends that the college establishes a positive campus climate that embodies a culture of respect, civility, dialogue, and trust designed to improve institutional decision-making, planning, and effectiveness” (Standard IB.1; Standard IIIA.1d, IIIA.4, IIIA.4c; and Standard IVA.2, IVA2.a, IVA.3, IVA.5).*

### **Introduction**

Since the appointment of Dr. Robert Silverman as Superintendent President in July 2007, the college has worked together to transform the organizational culture by improving its participative governance policies and procedures. Under his leadership members of the college’s constituency groups, including the Board of Trustees, have reviewed and revised, where appropriate, the college’s policies and procedures related to shared governance in order to create meaningful and successful ways of participating in decision-making. As referenced in the college’s response to Recommendations 1 and 5, the College Council oversees the new shared governance committee structure to guide effective implementation of decisions and dissemination of information. An impressive showing of volunteers to work on one of the nine shared governance committees is testimony to the improved morale campuswide and the willingness to work together in support of broad-based dialogue has resulted in a renewed commitment on the part of the entire college community to work together for the good of the institution.

### **Progress and Accomplishments**

The following list is not exhaustive but is representative of the outstanding work being accomplished by Victor Valley College:

- At the direction of the Board of Trustees and under the leadership of Dr. Robert Silverman, the college has worked together to transform the organizational culture by improving its participative governance policies and procedures. Members of the college’s constituency groups, including the Board of Trustees, have reviewed and revised, where appropriate, the college’s policies and procedures related to shared governance in order to create meaningful and successful ways of participating in decision-making.
- Teachers R Heroes is a program sponsored by the college in conjunction with San Bernardino County Schools and El Dorado Broadcasting that honors teachers throughout the High Desert. Students, parents, administrators, and staff are encouraged to nominate teachers who have exhibited exceptional teaching skills, classroom involvement, and concern for students. Nominations are coming to the college from all levels of education encompassing pre-school through college. The level of support for this program has expanded proportionally with the improvement of the college’s climate and culture. The community identifies the college as the leader of this effort.

- In preparation for expansion, the college's Teaching-Learning Center (TLC) is re-establishing an online training component to ensure continued professional development of faculty. The award winning TLC, which focuses on a *community of practice approach*, received the statewide Student Success Award in November 2007 for successfully providing hands-on training in educational technology and computer assisted instruction.
- The college has entered into a formal Teacher Education partnership with the University of La Verne, articulating curriculum from the Educational Technology Certificate Program and sharing faculty between the respective institutions. The alliance will recruit students from high school and community college populations into a clearly defined, accelerated education career pathway. Students will complete all required work for an Educational Technology Certificate, Bachelor's Degree, Preliminary Credential and eventually a Master of Arts in Teaching on the campus.
- Model United Nations is a competitive exercise held in New York City at the United Nations Building that gives college and university students the opportunity to represent countries throughout the world in problem solving exercises. Universities from Europe (London Schools of Economics), and the United States (UCLA, Pepperdine, etc.) compete for recognition. Victor Valley College is one of only a few community colleges invited to attend. Victor Valley College's contingent has received the programs top awards for its delegation and papers submitted at the event. This program is highly praised by the community and supported with funds contributed by the private sector (Staples, etc.). The college community is bolstered by this academic exercise and recognizes its contribution to a culture of excellence.
- The Bridge Program is a collaborative outreach program, originating at Victor Valley College, as a partnership with local high schools, allowing students to complete their matriculation process before the end of their senior year, including local assessment for colleges and universities across the country. The program has been cited by the California Community College Chancellor as a model for all other community colleges throughout the state. The goal is to have every high school student enrolled in college before graduation. The resulting good will and associated praise has lead to overwhelming support for the program across the region. This program is recognized by students and staff as a positive contributor to climate improvement at Victor Valley College and has been cited the CCC System Office as a model for community colleges across the State. See links  
:  
<http://www.collegecampaign.org/>  
<http://www.k16bridge.org>  
[http://www.vvc.edu/committees/student\\_services/StudentServicesConference\\_Keynotefinal.pdf](http://www.vvc.edu/committees/student_services/StudentServicesConference_Keynotefinal.pdf)
- As a result of focused meetings with area principals who expressed a common goal to meet the needs of the community, the College has partnered with local high schools by offering college classes at their school sites, and the classes are open to both high school

students and local residents. These off-campus sites have added to the overall effectiveness in the delivery of instructional programs and services.

- At the spring National Student Advocacy Conference held in Washington, D.C., Victor Valley College was recognized as the Campus of the Year for 2008 by the American Student Association of Community Colleges (ASACC). The award recognizes student advocacy on behalf of community colleges across the nation concerning important federal legislative issues. This is the second time VVC has been awarded this high honor. The college's reputation and image has been enhanced by this program. Vicariously, the college's staff shares in this recognition and in turn leads to the enhancement of college climate.
- At the Community College League of California's annual conference, Victor Valley College's Teaching-Learning Center was honored with the Chancellor's Award for Best Practices in Student Equity. The program was selected because it made exemplary progress in advancing college access and successful outcomes for historically underserved populations. The project allowed VVC students to learn, hands on, what it takes to become a teacher. Likewise, grade school children greatly benefited from their experience at Education Technology Camp. In addition the program provided students an opportunity to work with schools and teachers in developing innovative environmental education curriculum. This working partnership with the community strengthened ties with area schools and served as a reminder to college staff of the innovative and wide ranging nature of this college's influence. See link

<http://gwcal.vvc.edu/mplusextranet/scp.dll/calendar?user=Teaching%20Learning%20Center>

- Open dialogue takes place regularly in the Academic Senate and in various participatory committees. These committees include a permanent place on the agenda for an administrator or any guest--including the college president, Board members, or the president of the Associated Student Body. See link:

<http://www.vvc.edu/offices/president/committees.shtml>

- Administrators and Human Resources employees attended a mandatory training on employment, education, and labor law to equip these key individuals with the knowledge necessary to facilitate positive staff interactions. Other training opportunities focusing on key issues such as ethics are offered at frequent intervals and can be accessed online. The Board of Trustees attended ethics training at its January 2008 retreat.
- In collaboration with the Title V Hispanic Serving Institutions grant, the college has cultivated a campus climate supportive of the needs of diverse students and staff. Numerous workshops focusing on understanding issues of diversity and equity followed a *train-the-trainers* format, resulting in nine faculty members who will serve as trainers for their peers in spring and fall 2008.

The campus climate has greatly improved, in part because of having been awarded numerous grants, bringing together college personnel and community members to jointly address the needs of current students and prospective students. The collaborative activities established in the grants have rekindled staff relationships and community spirit. These grants include two state-funded CAHSEE Programs and three new federal grants, Upward Bound, Upward Bound Math and Science, and GEAR UP.

- The completion of the Technology Center and the Speech-Drama Performing Arts Center has reinvigorated the faculty, staff, and community. Providing state-of-the-art technology, VVC has become the center of culture in the High-Desert and has generated more educational opportunities for residents, added to the college's revenue stream, and contributed to the aesthetics of the environment.
- At the direction of the Board of Trustees and under the leadership of Dr. Robert Silverman, the college revised and instituted the new vision, mission, and core values statements that have resulted in progress in all areas of governance. The members of the Board insist on transparency and extensive review of all items included in their agenda. This consistent approach to governance results in enhanced communication, a thorough process for the approval of policy recommendations, and an improved structure for ratification of agreements. This restructured governance process serves as a positive example for all constituencies and is fostering an improved climate for inclusion and cooperation throughout the college.
- Contracts with all three unions have been negotiated and ratified. The faculty and classified unions each ratified three-year agreements. Labor relations continue to be relatively harmonious.
- The administration and each constituency group have agreed that most conflicts can be resolved prior to filing formal action. Open and honest dialogue has led to mutual agreement and resolution of concerns.
- The Board of Trustees voted unanimously to place a bond measure on the November 4, 2008, general election ballot. Likewise, the college community has unanimously supported the Bond initiative. Because of the effective leadership of the Board of Trustees and the Superintendent/President, there is a substantively improved campus climate, resulting in the increasingly positive image of the college in the press and in the community. The measure has been put before the public in a transparent campaign with defined goals and projects, including a Workforce Development Job Training Center in Hesperia and a Public Safety Job Training Center in Apple Valley. As a result of clearly stated objectives, numerous community leaders have stepped forward in support of the measure, totaling \$297 million. See link: <http://www.vvcfoundation.com>
- Media relations have improved substantially. Under Dr. Silverman's leadership, members of the media have been provided open access to the college and to the Superintendent/President. In briefings with the media, Dr. Silverman summons all relevant participants to review inquiries and ask them to provide information or

clarification at the time of request. Media representatives are comfortable with this process and are given complete information that is subsequently reported fairly and accurately. When situations arise that are in conflict with fact, appropriate contact is made with the media to clear the record. This process has resulted in clear, concise, and accurate delivery of information. The college and wider community appreciate this cooperation and have responded positively to this process.

- To assist in the education of our community's diverse population, the college opened Victor Valley Education Center located in the center of the city. This center offers programs and services requested by the community to assist the population living in the area. Courses offered at the center will include English as a Second Language (ESL), Citizenship, guidance, basic skills, and parenting. The center is a result of community interest and a special partnership between the college and the Hispanic Chamber of Commerce. The establishment of the center reflects one of the goals in the Educational Master Plan and facilitates access. The college intends to apply to the Accrediting Commission for a Substantive Change.
- The Foundation for Community Colleges presented the Director of the Foster and Kinship Care Education Program at Victor Valley College, an Outstanding Service Award for her valuable contributions to life skills training and personal follow through with the foster youth in her program. In the Foundation's letter they complemented the Director "for all she has done on behalf of California's foster youth." Programs and services such as the Foster and Kinship Care Education Program bring recognition to the college and raise the level of enthusiasm of all staff.
- The college's Athletic Programs received numerous awards from the Foothill Conference, including Coach of the Year for Volleyball, Football, and Women's Soccer. In addition, one of the college's student-athletes received the Foothill Conference Women's Soccer Player of the Year. Several students competed in the State championships, including student-athletes from wrestling, cross country, and track and field.
- The college's Associate Degree Nursing students will host a health fair in October for all college employees. The services available are glucose testing, blood pressure checks, body mass index, flu vaccinations, and cholesterol screening along with a comprehensive cardiovascular risk assessment.

### **Response to Planning Agenda**

25. *The college will conduct a campus climate survey for faculty and staff to gauge improvements in communication and knowledge throughout the College. This survey will be broadened to include additional components which reflect the diverse groups that make up the campus community. In addition conduct the faculty and staff satisfaction surveys and student surveys, determine if allocated resources are meeting goals by utilizing constituency recommendations (page 11-5).*



A task group comprised of members from various shared governance committees met to develop the survey. Several survey instruments were discussed and samples reviewed. During the task group meetings, discussions focused on whether or not the college should delay the dissemination of the survey until after Dr. Silverman had an opportunity to reorganize the college structure in response to Recommendations 1 and 5. Because the college was in transition, it was determined that the survey would not accurately capture the profile of the college's climate; consequently, the Office of Institutional Effectiveness is preparing to administer a campus climate survey in spring 2009.

### **Evaluation/Analysis**

The college community has rallied around the efforts to become a more inclusive institution under the leadership of Dr. Robert Silverman, Superintendent/President. This is particularly evidenced in the consistently high attendance rates at committee meetings where motivated collegial dialogue has spurred additional planning agendas for the college. New respect is being generated and trust is beginning to be restored.

Overall, the impact of activities and progress relative to improved campus climate can be seen on multiple levels across the college, from staff-to-staff interactions, to decision-making processes and planning. For example, Board meetings are conducted with more efficiency and with more emphasis on student success. Community workshops have been held before every Board meeting on important topics like accreditation and student success and a collaborative process for determining new faculty hires for the coming academic year was successfully implemented. The earnestness and effort put forth collectively by the college to ensure a more productive and pleasant work environment is intended to have profound, lasting, and sustainable impact. With a renewed campus climate, we continue to build a new future together.

### **List of Supporting Evidence**

- Agenda and minutes to date, College Council  
[http://www.vvc.edu/offices/president/CC\\_docs.shtml](http://www.vvc.edu/offices/president/CC_docs.shtml)
- Agenda and minutes to date, other shared governance committees  
<http://www.vvc.edu/offices/president/committees.shtml>
- Board Policy 1201, Shared Governance  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/BP%201201.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%201201.pdf)
- Administrative Procedure 1201, Shared Governance Structure & Responsibilities  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/AP%201201.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/AP%201201.pdf)

- Board Policy 3250, Institutional Planning  
[http://www.vvc.edu/offices/Board\\_of\\_Trustees/Board\\_Policy\\_Manual/BP%203250.pdf](http://www.vvc.edu/offices/Board_of_Trustees/Board_Policy_Manual/BP%203250.pdf)
- Board Approval of the following grants:  
Title V Cooperative Grant (2): Approved – 12/13/05 and 11/14/06  
Upward Bound and Upward Bound Math & Science: Approved – 11/03/07  
CAHSEE 1 & CAHSEE 2: Approved – 02/07 & 10/07  
GEAR UP: Approved – 08/05/08
- Teachers “R” Heroes  
<http://www.vvc.edu/TeachersRHeroes.htm>
- Model United Nations  
<http://www.vvc.edu/academic/NMUN>
- Bridge Program  
<http://www.k16bridge.org>
- ASACC Campus of the year 2008  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation6/Campus%20of%20the%20Year.pdf>
- Chancellor’s Office Student Equity Award  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation6/Student%20Equity%20Award.pdf>
- Labor Relations  
[http://www.vvc.edu/offices/human\\_resources/](http://www.vvc.edu/offices/human_resources/)
- Bond  
<http://www.citizenstobuildvvc.org>
- Technology Center  
<http://www.vvc.edu/offices/facilities/ATC.htm>
- Speech Drama and Performing Arts Center  
<http://www.vvc.edu/offices/facilities/PAC.htm>
- Adapted Physical Education Complex  
<http://www.vvc.edu/offices/facilities/ADPE.htm>
- Victorville Education Center  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation6/Grand%20opening%20VV%20Education%20Center.pdf>

- Campus Outreach Sites
- Cultural Diversity Activities

Native American Student Association:

[http://www.vvc.edu/student\\_clubs/native\\_american\\_student\\_association/](http://www.vvc.edu/student_clubs/native_american_student_association/)

Puente Program

<http://www.vvc.edu/puente/>

- Foster youth award  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation6/Rebecca%20Talley%20Award.pdf>
- Athletics (awards and championships)  
<http://www.vvc.edu/academic/athletics>
- Health and Wellness Fair

### **Recommendation 7: Evaluation of Leadership Roles**

*“The team recommends that the college evaluates the role of college-wide leadership in institutional governance and implements the results of the evaluation to ensure the integrity and effectiveness of organizational processes, practices, and decision-making. Furthermore, the college should eliminate the current leadership configuration of the Academic Senate and the Faculty Union” (Standard IVA.1, IVA2.a, IVA.2b, IVA.3, IVA.5).*

### **Introduction**

Dr. Robert Silverman commenced his charge on July 9, 2007. Under his leadership and working closely with the various constituency groups, shared governance policies and procedures have been completely revamped. Fueled with energy to respond to the recommendations of the Commission, the Superintendent/President brought together various groups from across the campus to conceptualize a new organizational structure.

Project Synergy was the means by which the college evaluated the role of college-wide leadership to ensure the integrity and effectiveness of organizational processes, practices, and decision-making. The recommendation from the Commission prompted the Board to take action on reorganization. The process of reorganization began with self-reflection, identifying the college’s core values, intentions, principles, and obstacles. Initial discussions resulted in the development of a “new organizational structure” based on two models: *Web of Inclusion*, which focuses on working collaboratively across teams to accomplish common goals; and *Community of Practice* built on the principle that participants share a domain of interest, create a sense of community through dialogue, learning from one another, and collaborating on purposeful activities. The work of the Project Synergy resulted in the development of a model that dedicated itself to shared governance which ensures participation of all campus groups.

Project Synergy established its design principles and strategies and agreed to maintain the following principles throughout reorganization efforts:

- The structure must enable open communication
- The structure must be flexible and responsive with breadth and depth
- The structure should enable free flow of information, ideas, and dialogue
- Throughout the structure there should be a distribution of power, enabling constant reorganization
- Encourage trial and error

### **Progress and Accomplishments**

On January 25, 2008, the Board of Trustees held a retreat and developed its mission statement and goals. See link:

[http://www.vvc.edu/offices/president/docs/board/minutes/BOT\\_Minutes\\_01-25-08.PDF](http://www.vvc.edu/offices/president/docs/board/minutes/BOT_Minutes_01-25-08.PDF)

On September 22, 2008, the Board of Trustees convened an all day workshop to evaluate its strengths and to explore ways to enhance the effectiveness of governance, to build teamwork, and to strengthen leadership. The workshop format followed standard patterns of self-analysis of weaknesses and strengths interwoven with discussions of the principles cited above, examples of best practices, and Accreditation requirements. The Board addressed Accreditation Standard IV, *Leadership and Governance*, specifically IVB.1.f; IVB.1.g; and IVB.1.h:

1. With respect to Standard IVB.1.f, the workshop itself served as the vehicle for ongoing Board development and new member orientation.
2. With respect to Standard IVB.1.g, the Board has in place a detailed self-evaluation questionnaire that a majority of the Board filled out prior to the workshop and serves as an overall indication of individual performance.
3. Concerning IVB.1.h, the Board has formed a committee to review its ethics policies.

An ad hoc Board committee was formed to review and adapt as appropriate model policies and submit them to the college process for policy review and eventual approval and adoption by the full Board. Once adopted, individual Board members are obligated to honor the policies, and violators may be censured by the full Board. The committee should first consult with the college President to make certain that the ad hoc meeting is properly noticed, open to the public, and run in accordance with established college procedures.

The College Synergy Group developed a work plan which was comprised of responsibilities, timelines, and tasks. During each meeting the Group's progress was documented, and by April 2008 final recommendations were sent to the Superintendent/President as a work plan. See link:

[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy\\_Workplan\\_Summary.pdf](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy_Workplan_Summary.pdf)

The College Synergy Group developed strategies that can be implemented. Strategies were organized into the following categories: resources, community, training, customer service, decision-making/planning, and technology. See link:

[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy\\_12032007\\_Protocol\\_Dr2.pdf](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy_12032007_Protocol_Dr2.pdf)

Drawing from the principles of the Web of Inclusion, the College Synergy Group developed a structure that fit the college. The Group committed to having 13 departments and three new deans: Executive Dean of Instruction; Executive Dean of Technology Services, and a Dean of Academic Programs.

Under the supervision of a dean or first-level administrator, the new department chair structure empowers department chairs or program director/coordinator to provide leadership on behalf of the department to the district. See link:

[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/CTA\\_Contract\\_2007-2010\\_ARTICLE-21.pdf](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/CTA_Contract_2007-2010_ARTICLE-21.pdf)

In May 2008, the Superintendent/President reviewed the recommendations, made the final decision, and disseminated the information to the campus community.

In June 2008, the Superintendent/President presented the information to the Board of Trustees and the new college organizational structure was implemented in July 2008. See link:

[http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/Org\\_Chart\\_Per\\_Synergy\\_asof07092008.pdf](http://www.vvc.edu/offices/faculty-services/faculty-senate/docs/Org_Chart_Per_Synergy_asof07092008.pdf)

The Academic Senate and the full-time faculty union have been separate entities since 2006, with separate leadership. See link:

<http://www.vvc.edu/offices/faculty-services/faculty-senate/>

The role of the Academic Senate has been clarified in Board Policy 1201, Shared Governance and Board Policy 1202, Institutional Effectiveness. The Senate committees are being evaluated for their effectiveness in light of the college reorganization..

Consistent with the intention of the district to strengthen the role of the Academic Senate, State law governing consultation and good practices in higher education, the Academic Senate report at the Board of Trustees meetings was moved to the beginning of the agenda without the time limitation imposed on public testimony. This is a significant change from prior practice and is intended to express a renewed professional respect among the Board of Trustees, the administration, and the faculty.

The College Council continues to address the college's organization to ensure that the structure facilitates empowerment of decisions-makers closest to the classroom and/or direct delivery of services to students. The discussions at the Council meetings have been very stimulating and demonstrate a willingness to change and articulate our commitment to students in new ways.

### **Response to Planning Agenda**

*35. Annually evaluate the roles of leadership and institution's governance and decision making structures to ensure continued function, integrity, and effectiveness of the decision making process (page 11-13).*

One of the charges of the College Council, which oversees the college's institutional planning and effectiveness, is to make recommendations to the Superintendent/President regarding the organizational structure and decision-making processes. At the end of each academic year, the Synergy Group will reconvene to analyze the results of college reorganization and decision making.

### **Evaluation/Analysis**

Under the leadership of the Superintendent/President, the College Council was empowered to reconceptualize and institutionalize participatory governance and integrate institutional planning. More importantly, the College Council participated in shaping its own future and, as a result, is authorized to recommend policy changes directly to the Board of Trustees as stated in Administrative Procedure 1201, *Shared Governance*. Strong college-wide committees are critical to empowerment and participation by all staff and students and are defined in Board Policy 1201, *Shared Governance*. These committees are the forum which ensures the participatory function of the college on matters of shared importance.

### **List of Supporting Evidence**

- Management Evaluation Process  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/R7.1%20-%20Management%20Evaluation%20Process.doc>
- Management Goals and Expectations  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/R7.2%20-%20ManagementGoalsAndExpectations.doc>
- Management/Supervisor Performance Evaluation Form  
<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/R7.3%20-%20ManagementSupervisorPerformanceEvaluationForm.doc>
- Management/Supervisor Self-Evaluation Form

<http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/R7.4%20-%20ManagementSupervisorPerformanceSELFEvaluationForm.doc>

- Board Self-Evaluation
- Synergy : November 27, 2007 workshop  
[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy\\_Workshop\\_11272007.pdf](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy_Workshop_11272007.pdf)
- Action Plan Assignments  
[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/SynergyWorkshop\\_11272007\\_ActionPlanAssignments.pdf](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/SynergyWorkshop_11272007_ActionPlanAssignments.pdf)
- Synergy Group Work Plan  
[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy\\_Workplan\\_Summary.pdf](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy_Workplan_Summary.pdf)
- Synergy Group Protocol for Strategy 1  
[http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy\\_12032007\\_Protocol\\_Dr2.pdf](http://www.vvc.edu/committees/SupportingEvidence-MidTerm2008/Recommendation7/Synergy_12032007_Protocol_Dr2.pdf)
- Victor Valley College Faculty Association CTA-Chapter 1169  
[http://www.vvc.edu/offices/human\\_resources/payroll-benefits/CTA\\_Contract\\_with\\_appendices\\_2007-2010.pdf](http://www.vvc.edu/offices/human_resources/payroll-benefits/CTA_Contract_with_appendices_2007-2010.pdf)

### **Conclusion**

Victor Valley College, as the result of the unification of the Board of Trustees, the leadership of the Superintendent/President, and the commitment and dedication of administration, faculty, staff, and students, has taken seriously the recommendations made by the Accrediting Commission since 2005. The college community invites the Commission's review of our progress as we continue to dedicate ourselves to student success.

## Standard I – Institutional Mission and Effectiveness

*The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.*

### Standard IA: Mission

*The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.*

*IA-1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.*

#### **Description**

The character and purposes of the College are defined in Board Policy 1200, District Vision, Values, Mission, and Goals (Item I-1). The College's vision statement expresses commitment to the educational, economic, and environmental advancement of its service communities.

#### ***Vision***

Victor Valley Community College District uplifts the diverse communities we teach and serve by promoting educational excellence, enhancing local prosperity, and ensuring environmental leadership.

In pursuing this vision, the College is guided by the six core values.

#### ***Values***

As a student-centered learning organization, we will uphold the following core values:

- Excellence – providing superior service and educational learning opportunities.
- Integrity – guiding the College's actions with an internally consistent framework of principles.
- Accessibility – facilitating access to the College's programs from other locations.



- Diversity – valuing different points of view and contributions of all.
- Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.
- Innovation- providing creative approaches to learning problem solving and growth

The District vision and values shape the fivefold mission of Victor Valley Community College.

### ***Mission***

The mission of Victor Valley Community College is to:

- Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.
- Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.
- Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.
- Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.
- Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

The College has established five goals that are integral to the mission statement and ensure the establishment of student learning programs and services that are aligned with its purpose, its character, and its student population.

### ***Goals***

The goals of Victor Valley Community College are to:

- create sustainability and environmental stewardship for our colleagues, our students, and our community.
- become an agile learning organization consistent with the needs of students and the communities that the College serves.
- offer educational programs that lead to meaningful and measurable student learning and success through seamless transfer opportunities to Colleges, universities, and careers.
- increase the number of students served through recruitment, persistence, and retention strategies.

- provide affordable and attractive options for members of the community seeking a post secondary education, which includes an environment in which diversity thrives.
- develop and deliver enriching courses for community members and businesses seeking additional training and development.

The College serves annually more than 10,000 full-time equivalent students drawn primarily from the local area, but increasingly as well from across the nation and around the world. A wide variety of racial, cultural, linguistic, socioeconomic, and national-origin backgrounds are represented in the College's student population. The Annual Report, 2009 documents that changing regional demographics are reflected in ongoing growth in the percentage of African-American and Hispanic students and a gradual decline in the percentage of white non-Hispanic students (Item I-2).

Board Policy 1200, District Vision, Values, Mission, and Goals provides direction for planning processes that govern the establishment of student learning programs and services, thereby assuring that these programs and services are aligned with its purpose, its character, and its student population (Item I-1). Accordingly, the College offers a variety of courses and educational programs, including adult/continuing education, community service, Associate degree, transfer, certificate, and career-technical. Each year, more than 1500 students complete Associate degree programs and certificate programs across a wide variety of career-technical areas. The College is the community's primary source of career training for vital public servants such as firefighters, police, nurses and emergency responders who protect, serve, and care for area families, local industries, and public agencies. According to the 2008-2010 College Catalog: Programs of Study, the College also supports the ideal of economic and environmental sustainability through training programs for careers in green industries such as solar energy, hybrid car maintenance, geographic information systems (GIS), wastewater management, and other green industries (College Catalog; Item I-3).

The College responds to and meets the diverse needs of its changing student population in many ways. Classes are offered at several off-campus attendance centers within the local area. In addition, distance education classes are available for students seeking alternatives to conventional face-to-face classes (Online classes website; Item I-4). Web-based student services (e.g., counseling, admission, registration, and fee payment) have been implemented for the purpose of facilitating and expanding student access to learning opportunities (Admissions and Records website; Item I-5). In addition, more than 2400 of the College's students are served by one or more of the following support programs: Extended Opportunity Programs and Services, Cooperative Agencies Resources for Education, Disabled Students Programs and Services, and CalWORKs (Annual Report 2009; Item I-2).

*IA-2. The mission statement is approved by the Governing Board and published.*

**Description**

The College mission statement was initially developed during two August 2007 workshops when the Board of Trustees redefined the College's vision, values, and mission in light of the

Educational Master Plan completed in March 2007. College Council, the College-wide governance body, reviewed the Board of Trustees' draft document, and representatives were instructed to disseminate the draft and collect comments from their respective constituencies to share with College Council. The draft documents were made available to the local community and stories were published in the local newspaper to alert members of the College District as to the direction and progress of the new mission, vision and goals for the College. Input was solicited and comments were incorporated. The District Board of Trustees adopted the final draft of the current College vision, values, mission, and goals as Board Policy 1200 on October 9, 2007 (VVC Progress Report; Item I-30; Board of Trustees Agendas and Minutes Archive; Item I-31)

The College vision, values, mission, and goals are available to the community, the District workforce, and the student population from a number of sources. They are published on the President's Office webpage in Board Policy 1200 (Item I-1), in the College Catalog (Item I-3), and in the Annual Report 2009 (Item I-2).

*IA-3. Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.*

**Description**

There has been no revision of the College mission statement since its adoption in October 2007. However, according to established policy, the Board of Trustees is expected to review the mission statement on an annual basis (Board Policy 3250, Item I-20) – in the past, this was to occur during its annual retreat. Most recently, College Council appointed a subcommittee in June 2010 (College Council Minutes; Item I-6) to review Board Policy 1200, District Vision, Values, Mission, and Goals (Item I-1). As a result of that review, a new administrative procedure has been drafted detailing the process for review of District vision, values, mission, and goals (Item I-41).

*IA-4. The institution's mission is central to institutional planning and decision making.*

**Description**

The District mission statement that was adopted by the Board of Trustees as Board Policy 1200 in October of 2007 includes six District goals that focus on sustainability, agility in serving student and community needs, successful transfer and career transition, increasing the number of students served, campus diversity, and community service education (Item I-1). These six goals reflect the commitment to economic development, student learning, diversity, educational excellence, and citizenship that are central themes of the District's mission statement. The College's program review and budget planning process incorporates these goals as guides for long range planning on the discipline, department, unit, and division level (Program review

website; Item I-21). Moreover, the goals of the mission statement were the basis for six District priorities that have been established to guide all institutionalized processes of evaluation, planning, budget development, and decision making (Administrative Procedure 1202; Item I-7):

- Incorporate the principles and practices of sustainability in all its applications across programs and service areas of the College.
- Reflect the socio-cultural diversity of the communities served.
- Enhance strategies for student recruitment, retention, persistence, and success towards educational goals.
- Infuse the educational experience of all students with innovation, creativity, and effective integration of new instructional technologies.
- Improve the basic skills of students, defined to include all the fundamental tools for learning—pre-collegiate through transfer.
- Develop and deliver instructional programs that meet the needs of the communities served, including those relevant to the following career pathways: Allied Health/Emergency Services; Transportation/Distribution/Logistics; Aviation; Environmental.

The most recent update of the Educational Master Plan for the College (Item I-25) was completed in March 2007. The plan described the direction of the District for the next ten years and was based on the mission, vision, and goals adopted by the Board of Trustees in 2003. Also included were twenty planning imperatives that were based on six strategic goals. The mission and goals established most recently by the Board of Trustees (Item 1200) are different; however, the general vision for the College remains consistent.

### **Evaluation, Standard IA**

**Standard IA-1:** The mission statement clearly expresses the values and purposes that the College's programs and services are intended to embody and fulfill. This document affirms the College's commitment to the achievement of student learning through its emphasis on educational excellence, intellectual growth, knowledge and skill achievement, effective teaching and service, and demonstrated student success. Moreover, the mission statement affirms the College's commitment to establish and deliver programs that are directly relevant to the educational and economic needs of students and the community.

**Standard IA-2:** The Board of Trustees formally approved the mission statement in October 2007, and it is published in the College catalog and website.

**Standards IA-3:** There has been no formal review or revision of the mission statement subsequent to its adoption. However, the College Council adopted in November 2010 an administrative procedure that defines a new process for the collaborative annual review of the College's statement of its vision, values, mission, and goals. It is necessary for AP 1200 to be implemented promptly in order to guarantee that the mission statement accurately represents

District values and clearly defines goals that are realistic, measurable, and directly relevant to the evolving educational needs of the College's student population.

***Standard IA-4:*** The College's annual cycle of program review, planning and budget development is linked to the goals of its mission statement. Individual unit plans must indicate which College-wide strategic goal is being addressed through any major initiatives or innovations proposed by the program/department. Evaluations and plans reported in unit program reviews are the basis for the respective division planning priorities and budgets for the coming year (Program review division summaries; Item I-26) While the 2003 mission statement was central to the District's March 2007 Educational Master Plan, there has been no revision of the master plan since the October 2007 adoption of a new mission statement.

***Summary of Opportunities for Improvement, Standard IA***

The College's current mission statement was adopted by the Board of Trustees on October 9, 2007. In accordance with recently adopted AP 1200, it is appropriate at this time to initiate a formal and collaborative review of the College's vision, mission, values, goals, and priorities. The College's Educational Master Plan was based on the mission statement of 2003 and was not updated following the adoption of a new mission statement in 2007.

***Planning Agenda, Standard IA***

Commencing Spring 2011, the Superintendent/President will implement Administrative Procedure 1200, Annual Mission Statement Review, by recommending that the Board of Trustees undertake a formal review and revision, if needed, of its vision, mission, goals, and priorities in order to ensure that institutional identity and operational direction support current student and community needs (Standards IA3), and in order to reinforce the central role of the mission statement in institutional planning and decision making (Standard IA4).

## Standard IB: Improving Institutional Effectiveness

*The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.*

*IB-1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.*

### **Description**

Dialogue regarding improvement is integral to the organizational, governance, and evaluation structures and processes of the District, as defined by Administrative Procedure 1201, Shared Governance Structure and Responsibilities (Item I-10). College Council and College-wide committees serve as collegial forums for dialogue about improvement of College operations. Processes that impact instruction are central to the activities and functions of the Academic Senate and its committees. Finally, dialogue regarding institutional improvement occurs across the College within disciplines, divisions, and service units in conjunction with the program review process. Guiding these discussions, in part, are standards of quality established by the Academic Senate and adopted by the Board of Trustees as Board Policy 4000, Standards of Educational Excellence (Item I-11), and Administrative Procedure 4000, Sustaining Standards of Educational Excellence (Item I-12).

College Council serves as the representative College-wide planning body and is comprised of representatives from each of the five major College constituencies: faculty, classified staff, students, classified management, and educational administrators. The College Council meets twice monthly (agenda and minutes; Item I-6) in order to review and evaluate operational matters impacting the College, to receive reports from representatives of the shared governance committees, and to assure policies, procedures, and other important matters are recommended to the Superintendent/President only after thorough and collegial consideration and review. Likewise, it functions as the steering committee for the accreditation self study.

Nine standing College-wide committees were established in November 2007 with the approval of College Council (agenda and minutes; Item I-6). They are as follows:

- Finance/Budget and Planning
- Diversity
- Environmental Health and Safety
- Facilities
- Institutional Effectiveness
- Staff Development
- Student Services
- Sustainability
- Technology

The membership of each committee includes representation from all five College constituencies, and each committee reports its discussions, activities, and recommendations to the College Council, and to representative groups and other College-wide committees as appropriate. Agendas for each monthly meeting of the Academic Senate include reports from faculty who are also chairs or members of each College-wide committee (College-wide committees; Item I-12).

The charge of each College-wide committee requires review, evaluation, and recommendations for the improvement of designated institutional processes (Administrative Procedure 1201; Item I-8). For example, the Diversity Committee suggests strategies to encourage people of diverse backgrounds to participate at the College, the Environmental Health and Safety Committee makes recommendations to ensure preparedness, and the Finance and Budget Committee designs and ensures the short- and long-term fiscal planning for the College and monitors plan implementation and resource allocation and assessment. Dialogue about continuous institutional improvement is a special responsibility of the College-wide Institutional Effectiveness Committee, which reports performance measures of institutional effectiveness, assesses planning and improvement processes, and reports progress on the assessment of student learning at the course, program, and College levels (Annual Report 2009; Item I-2).

Two special activities of the Institutional Effectiveness Committee involve data-informed reflection and conversation about the improvement of student learning and institutional processes. This committee is responsible for the annual review and analysis of District performance data published by the California Community College Chancellor's Office as Accountability Reporting for the Community Colleges (ARCC; Item I-15). In addition to creating improvement goals for each ARCC performance indicator, the Institutional Effectiveness Committee, in consultation with the Academic Senate, prepares the District's formal analysis of and response to the data. As a result of that collaboration, long-standing data integrity issues were identified and addressed, thereby ensuring the validity and reliability of data submissions to the state.

A second function of the Institutional Effectiveness Committee is to oversee the Annual Report (Item I-2), a comprehensive assessment of institutional effectiveness as measured by the factors of student success, student access, responsible financial management, and organizational and instructional excellence. The Annual Report, 2009 includes detailed recommendations for District improvement that are based directly on Institutional Effectiveness Committee analysis and discussion of performance data from across the District.

Pursuant to Board Policy 4035 (Academic Consultation), the Academic Senate has primary responsibility for considering and recommending improvements in designated academic and professional matters that relate directly to instruction and student learning (Board Policy 4035; Item I-16). Among these areas are the following: curriculum, degree and certificate requirements, grading policies, educational program development, and standards or policies regarding student preparation and success. Dialogue regarding the improvement of student learning occurs through the activities of the standing Academic Senate Committees whose chairs or representatives report at each monthly Senate meeting. Those committees in which the improvement of student learning is most directly addressed are the following: Curriculum, Program Review, Graduation Requirements, and Online Program. In addition, the faculty Student Learning Outcomes Facilitator, who is responsible for directing learning assessment in instructional and learning support programs, provides an informational report at each meeting of the Academic Senate.

Significant products of Academic Senate dialogue regarding the improvement of learning include the approval in April 2008 of General Education Student Learning Outcomes (Item I-17), as recommended by the Graduation Requirements Committee. Moreover, in November of 2008 the Academic Senate approved Student Learning Outcomes Assessment FAQs (Item I-18), a general statement of assessment philosophy and implementation recommended by the Faculty Learning Assessment Committee. In May 2009, the Academic Senate approved Administrative Procedure 4000, Sustaining Standards of Educational Excellence (Item I-10), a formal affirmation of faculty responsibility for assessment as a strategy for improving student learning and instructional practice. A final example is the Online Student Readiness Survey (Item I-19) approved in June 2009 on the recommendation of the Online Program Committee and subsequently published on the College Online Class website. (Item I-32) This survey assists potential distance education students in assessing their preparation to succeed in online classes.

Dialogue on improvement occurs across the institution within the context of program review pursuant to established board policy (Item I-23) and administrative procedures (Item I-7). Program review for Student Support Services Areas documents dialogue about each unit's relevance to student needs, linkage to student learning, and productivity in achieving identified learning outcomes (P.R.A.I.S.E. documents; Item I-27). Program review for campus support departments documents dialogue within departments about the relevance of services to campus needs and the evaluation and improvement of business processes and work systems (P.R.A.I.S.E. documents; Item I-27). Instructional program reviews call for the analysis of student achievement data and reporting of learning assessments, including plans for improvement (P.R.A.I.S.E. documents; Item I-27). Finally, program review division summaries report strengths and weaknesses of component departments and include detailed division-level plans for the improvement of identified deficiencies (Program review division summaries; Item I-26).



*IB-2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.*

**Description**

The College vision, values, and mission are widely known and operative throughout the College. Results of the Campus Climate Survey – Fall 2010 show that 76% of respondents agreed with the statement, “I know the mission, vision, and values of VVC and how I contribute to them as a workforce member” (Item I-41). Six District goals are based on the College’s mission statement and focus on sustainability, agility in serving student and community needs, successful transfer and career transition, increasing the number of students served, campus diversity, and community service education (Item I-1).

These six goals were developed with community and campus involvement in order to ensure their alignment with community needs. (Item I-31) They were adopted by the Board of Trustees in October 2007 (Item I-32) and are intended to determine the overall direction of the District. In order to facilitate progress on District goals the Superintendent/President in consultation with the campus community identified six priorities to ensure the alignment of District resources with administrative planning, institution-wide evaluation, and ongoing improvement. These priorities for planning, evaluation, and improvement incorporate the following themes: sustainability applications, diversity, enrollment and student success, educational innovation and technology, basic skills, and new program development (Item I-7)

A broad-based understanding of the District’s goals and priorities is made possible through the implementation of nine standing College-wide committees that are charged to collaborate on the achievement of institutional goals (Administrative Procedure 1201; Item I-8). Priority one, the incorporation of principles and practices of sustainability in all its applications across programs, is included in the charge of the sustainability committee. The Diversity Committee addresses the second priority by creating, implementing, and monitoring a plan to enhance and celebrate diversity on campus. The Student Services Committee is charged with the third priority through support for recruitment, marketing, and improved opportunities for student success. The Staff Development Committee and the Technology Committee address the fourth priority by supporting the improvement of teaching and learning and monitoring the adequacy of campus technological resources.

Dialogue regarding the proposals and plans developed through these committees occurs at College Council before recommendations are made to the Superintendent/President. In addition, feedback from the college community is passed through the committees to College Council, thereby ensuring that participative governance activities are coordinated with the overall direction of the institution (Administrative Procedure 1201; Item I-8).

The annual program review cycle for instructional disciplines and departments and for student and campus support areas links unit planning explicitly with the goals of the District. Program reviews for campus support, student support, and instructional areas describe major initiatives and innovations, key activities, and requested resources for the next two to three years. These initiatives and innovations must be measurable and directly related to the six District goals, thereby ensuring that planning across departments and programs is consistent with the overall direction of the District, as defined by the Board of Trustees (P.R.A.I.S.E. documents; Item I-27).

In addition to goals defined internally through College planning processes, improvement goals are developed annually in response to comparative student achievement data published as the California Community College Chancellor's Office's Accountability Reporting for the Community Colleges (ARCC; Item I-15). The College's ARCC 2010 report demonstrates ongoing improvement over the past three years on the indicators of student progress and achievement, percentage of students who have earned at least thirty units, persistence, basic skills course completion, and basic skills course improvement. However, the College performed below the average of its peer group on all six ARCC indicators for 2010 (Item I-33), and preliminary data for 2011 show a decline in the College's performance on all six ARCC indicators. The College improvement goals for 2012, as presented to the Academic Senate by the Institutional Effectiveness Committee, are to match the ARCC-defined 2012 peer averages on all ARCC indicators: student progress and achievement, completion of 30 units or more, persistence, vocational course completion, basic skills course completion, and basic skills and ESL course improvement.

*IB-3. The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.*

**Description**

The cycle of evaluation and improvement at the College incorporates three levels of analysis to assess institutional effectiveness:

- Program level evaluation and analysis: Unit program reviews (Item I-27) incorporate quantitative data on student achievement, enrollment patterns, and overall program-level outcomes; division summaries (Item I-26) provide a qualitative analysis of individual program reviews by relevant administrators to derive division-level priorities for the coming year.
- Assessment of student learning: Learning assessment reports are incorporated into annual program reviews and findings are reported to the Academic Senate for review and for development of educational improvement priorities (Item I-27). Institution-level evaluation, analysis, and planning: The College's Annual Report (Item I-2)

communicates overall institutional progress on effectiveness. Through institutional planning and budget development processes, annual priorities are identified and targeted for resource allocation.

The above levels of analyses are designed to support evaluation, communication, and discussion of the College's progress on its goals, and facilitate decisions about improvement and the investment of College resources. As is detailed in Administrative Procedure 3250 (Institutional Planning Systems; Item I-37) and Administrative Procedure 1202 (Implementing Institutional Effectiveness; Item I-7), the College's integrated planning and effectiveness systems incorporate the analysis of both quantitative and qualitative data—including but not limited to the following:

- Enrollment trends and projections
- Retention, persistence, and success rates
- Job market demand
- Course transferability
- Cost effectiveness
- Availability of resources (including budget history)
- Other measures as deemed relevant by program stakeholders
- Student learning outcomes (SLO) assessments
- Program relevance and process management
- Service utilization, participation, and productivity

Review of these data should inform decisions about what to improve, how to improve, and through what strategies improvements can best be achieved. In turn, decisions about where to invest College resources in the coming year are facilitated—thereby aligning and integrating evaluation and planning efforts with budget allocations. Monitoring progress of those strategic decisions on the College mission is achieved through the Annual Report of Institutional Effectiveness. This report details progress made on improvement in meeting the District's goals and priorities (Item I-2). The report is organized around four institutional effectiveness outcomes that are derived from and incorporate core themes in the District goals and priorities. Carefully defined indicators for each institutional effectiveness outcome have been developed, and performance data are collected, analyzed, and published for the purpose of systematically assessing District effectiveness and progress on improving effectiveness.

- The institutional effectiveness outcome of student success: District goals 3, 4, 6; priorities 3, 5. Indicators: retention, persistence, successful course completion, program completion, General Education course success, transfer rates, workforce placement.

- The institutional effectiveness outcome of student access: District goals 2, 4 through 6; priorities 2 through 6. Indicators: enrollment growth, representativeness of the student population, special program and matriculation participation, scheduling alternatives.
- The institutional effectiveness outcome of resource stewardship: District goals 1 and 2; priorities 1, 5, 6. Indicators: sources of revenue, mandate compliance, allocation of financial resources.
- The institutional effectiveness outcome of program and service excellence: District goals 1 through 6; priorities 1 through 6. Indicators: program quality improvement, program efficiency and effectiveness, campus environment.

The Office of Institutional Effectiveness and the institutional effectiveness committee plan to present revised and updated versions of the Annual Report each year to the Board of Trustees, the District workforce, and the community (Item I-2).

The College has formally adopted a definition of student learning outcomes (Administrative Procedure 4000; Item I-10), and student learning outcomes have been developed for all credit courses and certificate programs, as well as for General Education (Administrative Procedure 4025; Item I-34). General education student learning outcomes correspond directly to the criteria by which courses qualify for inclusion in the general education curriculum. The College has acknowledged that the assessment of student learning is a primary responsibility of all faculty (Administrative Procedure 4000; Item I-10). Accordingly, the Academic Senate approved a definition of assessment and its purposes, and has endorsed the use of course-embedded methods to assess the achievement of student learning outcomes (SLO FAQs; Item I-18). During the 2007-2008 academic year, eight assessment teams, supported by Title V–HSI grant funds, received assessment training and designed assessment projects. Reports submitted for three of these projects documented the implementation and completion of assessment plans during the year. Since March 2008 a member of the faculty has received 20% reassigned time to serve as Student Learning Outcomes and Assessment Coordinator and assist in the development of students learning outcomes and assessment. In November of 2008, the Academic Senate recommended that learning assessment within each discipline and student support area be documented through an assessment report form that was incorporated into the program review templates for instructional disciplines and student support services (P.R.A.I.S.E. document; Item I-27). While recognizing ongoing assessment activities are a familiar component of accepted instructional practice, the Academic Senate recommended that documentation of these activities be reported for each course, program, and service at least once every two years (SLO FAQs; Item I-18)

Program review for instructional and student support areas included assessment reporting for the first time during the 2009-2010 cycle. Five of the twenty-six program reviews submitted by instructional departments or discipline included results of learning assessments. Two of the five disciplines reporting assessment results also demonstrated the use of these results for the improvement of instructional practice and student learning. Program reviews for another 10 departments or disciplines stated that assessments were underway or described plans for future assessment activities. Twelve program reviews stated that learning assessment was not being

practiced or did not address the subject (P.R.A.I.S.E. documents; Item I-27); Program Review Division Summaries were completed by two of three instructional divisions, The Health Sciences/Public Safety/Industrial Technology division summary (Item I-26) reported that assessments have been completed or initiated in the eleven departments of this division. The Institutional Effectiveness division summary reported service level outcomes for the Office of Institutional Research (Item I-26).

The Annual Report 2009 includes an initial comprehensive assessment report based on data provided by the SLO and Assessment Coordinator at the end of the Fall 2009 semester. Faculty reported that assessments have been completed for 11% of courses. Student learning outcomes for general education are to be assessed in the courses that meet the requirements for inclusion in the general education curriculum. Faculty reported that assessments were completed in 22% of all general education courses, including courses that cover five of the College's seven general education learning outcomes (Annual Report 2009; Item I-2).

*IB-4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.*

**Description**

As documented in the annual P.R.A.I.S.E. (Program Review, Allocation, and Institutional Strategies for Excellence) Reports (Item I-27), the College has implemented an annual cycle of program review and planning for several years, with participation primarily in instructional programs. The process as detailed in Administrative Procedure 1202 (Item I-7) requires the participation of all instructional, campus support, and student support departments, and includes the components of evaluation, discussion, planning, and resource allocation. Results of the Campus Climate Survey 2010 show that 49% of respondents disagreed with the statement, "Employee recommendations are considered in the development of institutional evaluation, planning, and improvement" (Item I-43). In addition, 45% of respondents indicated "No Opinion/Don't Know" for the item, "Planning documents are regularly reviewed for continuous quality improvement," and 41% responded in the same way to the item, "P.R.A.I.S.E. Reports are consistently compiled and reviewed at the division level to ensure effective annual strategic planning" (Item I-43).

The planning cycles for the 2007-2008 and 2008-2009 fiscal years included an improvement to the P.R.A.I.S.E. process in terms of enabling budget augmentation requests for instructional supply funds. The Academic Senate Allocations Committee, functioning as a subcommittee of the finance and budget committee rated and prioritized requests, for the allocation of instructional supply funds (prioritization worksheets; Item I-38). The process was not repeated for the following two fiscal years because there were no available funds to allocate for instructional supplies. However, the Fiscal/Budget and Planning Committee is charged with the responsibility to review unit plans and priorities in order to ensure financial support (Administrative Procedure 1201; Item I-8) and, as part of the annual planning cycle, reviews

program review reports for budget impact and recommended priorities for funding (Administrative Procedure 1202; Item I-7).

Pursuant to Administrative Procedure 1202, (Item I-7 planning for the 2010-2011 fiscal year included for the first time a prioritized summary at the division level of all requests made in the P.R.A.I.S.E. reports completed within the division (Item I-26). Deans of the following divisions fulfilled this requirement: Office of Institutional Effectiveness; Humanities, Arts, and Social Sciences; Health Science, Public Safety, and Industrial Technology (Item I-26).

In 2010, the College established a basic model for program management based on the criteria of demand, relevance, costs, and benefits to ensure administrators were on the same page in their thinking about the relative status of programs they manage (decision flowchart; Item I-40). In consultation with the instructional division deans, the President/Superintendent targeted seven (7) instructional programs for intensive evaluations in accordance with Administrative Procedure 4020 (Process for Program Discontinuance; Item I-39). At this writing that intensive evaluation process has been withdrawn. However, program improvement efforts continue in career technical education programs as mandated by Federal statute, following procedures developed during this cycle of planning for those funds (program improvement proposal template; Item 42). Dialogue among discipline faculty and management has produced improvement proposals for four of these seven programs (Item I-44).

*IB-5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.*

**Description**

As documented in the annual P.R.A.I.S.E. (Program Review, Allocation, and Institutional Strategies for Excellence) Reports—an essential component of program review—campus constituents examine success rates, retention rates, enrollment trends and projections, course transferability, availability of resources and utilization of resources, effective process management, program impact based on student learning outcome assessment or based on meeting demand and maintaining relevance, goals and budget justification (P.R.A.I.S.E. documents; Item I-21).

The Annual Report is prepared by the Office of Institutional Effectiveness and documents the assessment of institutional performance on the factors of student success, student access, resource management, and program and service excellence. This information is published in detailed form for the District workforce and in summary form for the public (Annual Report 2009; Item I-2).

*IB-6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.*

**Description**

The annual program review cycle is the College's central planning and resource allocation procedure. The Academic Senate has engaged in an ongoing discussion and refinement of program review processes. P.R.A.I.S.E., a major revision of program review adopted in June 2006, restructured program review as an annual process integrating program performance data with planning and budget development. The Academic Senate added student learning outcomes planning and assessment forms to the program review template in November 2007 and approved revised versions of the assessment report forms in November 2008 (P.R.A.I.S.E. documents; Item I-21). In 2009, the Institutional Effectiveness Committee supplemented the program review process with a template to be used by each instructional, support, and service division to summarize divisional strengths, weaknesses, initiatives, budget impact, and instructional priorities (division summaries; Item I-26).

A number of changes have been made by the Institutional Effectiveness Committee in the Annual Report of Institutional Effectiveness for 2010. The publication timeline has been changed to allow for data collection during the summer and early fall, data analysis and dialogue during the late fall, and publication of the updated Annual Report no later than March 31<sup>st</sup> of each year (timeline; Item I-28) In addition, data on the following indicators be will be added and/or refined for the next evaluation cycle: student learning outcomes assessment, student support participation/service utilization, curriculum and program currency, and placement into the workforce (Institutional Effectiveness Committee agendas and minutes; Item I-14).

Campus Climate Survey 2010 evaluated several aspects of the planning and resource allocation processes. Findings indicate improvements are needed in terms of establishing clear and consistent processes (Campus Climate 2010; Item I-43).

*IB-7. The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.*

**Description**

At the conclusion of the 2009-2010 program review cycle, the Academic Senate initiated an evaluation of program review through a survey tool distributed to members of the faculty as indicated in their minutes (Items I-24, I-26). No other formal procedure has been proposed to evaluate program review. However, additional discussion of the program review process takes place during meetings of the Institutional Effectiveness Committee, which is charged with

evaluating and recommending improvements to program review of all College programs (Administrative Procedure 1201; Item I-8); see committee minutes (Item I-14).

Publication of data and analysis evaluating institutional effectiveness in the Annual Report 2009 was accompanied by a survey tool to be used by individuals who reviewed the report to submit comments and assessments of this resource. The Institutional Effectiveness Committee uses Annual Report feedback to assess and refine the College's use of institution level data and analysis for evaluation and improvement (Item I-2). To date, no one has formally submitted any feedback regarding the Annual Report, and 34% of respondents to Campus Climate Survey 2010 indicated "No Opinion/Don't Know" to the item, "Quality performance measures are used to evaluate VVC's institutional effectiveness via the Annual Report." Committee members, however, have commenced their own review and are refining the report for its 2010 edition (Item I-14).

### **Evaluation, Standard IB**

**Standard IB-1:** Multiple opportunities for dialogue about the improvement of student learning and institutional processes are available as a result of the defined responsibilities and functions of College Council, shared governance committees, and the Academic Senate. Accordingly, the agendas and minutes of the Academic Senate, the College Council, and the College-wide committees demonstrate ongoing, self-reflective, and collegial dialogue occurs across the College. In addition, dialogue occurs within committees that report to the Academic Senate and in instructional departments and service units across the campus, as documented by program review. The scope of these opportunities for dialogue is reflected in the fact that 50% of respondents to the Campus Climate Survey 2010 indicated agreement with the statement, "Opportunities exist for me to provide recommendations regarding the College's institutional effectiveness" (Item I-41). However, the College's participative governance structure is not fully operative, since not all College-wide committees meet, report, or document their activities with sufficient regularity (Item I-12). Accordingly, 41% of respondents to the Campus Climate survey rated the College as deficient on survey item, "Shared governance committees that keep the campus community informed" (Item I-41). Finally, the program review process is designed to facilitate and document conversations about improvement, but compliance varies widely from year to year across the institution and for this reason program review provides uneven evidence for improvement dialogue within disciplines, departments, and service units.

**Standard IB-2:** The Board of Trustees adopted a new statement of District mission, vision, and goals, and new priorities were developed and adopted in 2007. Although the District goals and priorities were developed collaboratively and are consistent with the College mission, they are formulated in a way that makes it difficult to directly measure and evaluate progress toward their achievement. As a result the comprehensive evaluation of institutional effectiveness published in Annual Report, 2009 was not based directly on the College's goals and priorities, but on four themes derived from these goals and priorities: success, access, stewardship, excellence. Moreover, the College's current Educational Master Plan was based on an older statement of mission, vision, and goals adopted in 2003 and on 2004 data regarding conditions both external and internal to the District. While the 2003 and 2007 missions are largely congruent, the Educational Master Plan should be updated to reflect current environmental conditions, planning assumptions, and imperatives, as well as the current College goals and



priorities. Revision of the Educational Master Plan should follow a substantive and collaborative review and revision of the College mission statement, in accordance with Administrative Procedure 1200. ARCC reports are presented annually to the Academic Senate and to the Board of Trustees. Improvement goals are discussed by the Institutional Effectiveness Committee, and were reported to the Academic Senate for the first time in 2010. Although performance has improved, the ARCC 2010 report demonstrated that the College performed below the peer average on each of the six indicators and the preliminary ARCC 2011 data show a decline in College performance on all six indicators. Inaccuracies in the data reported for one indicator have undermined faculty confidence in the value of ARCC, but dialogue with the Academic Senate leadership has helped to resolve the problem and improve the reliability of future reports. Other than this issue, there has been insufficient discussion of ARCC reports outside of the Institutional Effectiveness Committee, and the College has not yet assigned responsibility for developing and implementing performance improvement plans for ARCC indicators

**Standard IB-3:** Program review (P.R.A.I.S.E.) which is the heart of the College's evaluation and planning process, is implemented annually, incorporates both qualitative and quantitative data, and is linked to procedures for resource allocation. Compliance with the program review process improved in 2009-2010 over 2008-2009; however, participation rates were remarkably uneven across the institution, and reports were varied in content and completeness. For the 2009-2010 cycle, program reviews were completed by 60% of student service departments, 58% of instructional disciplines, and 29% of campus support departments. Only 25% of divisions completed division summaries. It should be noted that 100% of programs submitted developmental budget worksheets for 2010-2011—hence, most of those budgets were not accompanied by documentation of completed program review and planning components.

The participation rate among managers of non-instructional units was particularly poor, despite specialized training sessions that were held in 2009-2010. Strategies for improving participation and communication should be developed prior to the initiation of the 2010-2011 program review cycle. The management team has not yet demonstrated commitment to the College's annual program review and budget planning cycle (its procedures and uses) or the ability to communicate the value program review to the work units they supervise. Improved engagement on the part of managers will increase participation and improve the integrity of the process, thereby resulting in quality planning documents that reflect campus-wide strategic priorities for the coming year.

With the exception of the reassigned time and training opportunities provided to the faculty Student Learning Outcomes and Assessment Facilitator, the College has allocated few resources to support the development of learning outcomes and assessment. Furthermore, there has been no administrative effort to reach agreement with College constituencies on an institutional plan for implementing learning assessment. Although assessment activities are underway in certain departments and disciplines, there is insufficient documentation across instructional programs of the practice of learning outcome assessment, dialogue about its results, and use of the results for the improvement of learning and instruction. As a result there is little evidence that the definitions and procedures developed to guide learning assessment have resulted in any substantial implementation of the practice of assessment.

In order for the College to make progress in this area, formal and ongoing demonstrations of support for learning assessment are required from College leadership, effective assessment reporting procedures must be designed, a broader respect for assessment among members of the faculty must be developed, and effective structures must be created for dialogue leading to improvement in learning and instructional practice.

The results of the Academic Senate's first evaluation survey for program review demonstrate consistent and strong doubt among members of the faculty that program review is effective in addressing campus needs and improvement, is linked to budgeting and planning, or has positive outcomes. In addition, survey responses expressed doubts about the reliability of the program review data provided to departments and about the willingness of administrators to read and make effective use of program review reports. There are few examples of improvement in institutional effectiveness that can be attributed to the last three program review cycles. Rather than making use of the established evaluation and planning cycle for the purpose of program improvement, in 2010 the College initiated an independent program management process for this purpose.

***Standard IB-4:*** The College's planning process is broad-based and offers opportunities for participation across the institution. Faculty evaluations in 2010 of program review demonstrated little confidence in the value of this process for addressing campus needs and improvement. Moreover, examples of improvement in effectiveness produced by program review are not available.

***Standard IB-5:*** The publication of Annual Report 2009 (March, 2010) was a major step toward improving District use of institution-level data and analysis to assess and improve effectiveness. This resource, however, failed to receive the intended level of utilization across the institution. As a result, development of Annual Report: 2010 has been suspended pending a radical revision and simplification of its content and organization.

***Standard IB-6:*** The Academic Senate has repeatedly refined program review for instructional departments over the last three years. Notable improvements include the integration of program evaluation with budget development and learning assessment reporting. Major changes in the Annual Report of Institutional Effectiveness are planned for 2010.

***Standard IB-7:*** One procedure for assessing the College's evaluation mechanism, the Academic Senate's evaluation survey for program review, was first implemented in June 2010. The Academic Senate has not formally integrated the evaluation procedure into the established program review process and has taken no action on faculty recommendations for the improvement of program review. Similar evaluation procedures do not exist for non-instructional program reviews. No responses were received via the evaluation survey posted for Annual Report: 2009.

### ***Summary of Opportunities for Improvement, Standard IB***

Substantial internal and external changes that occurred subsequent to the adoption of the current Educational Master Plan require the development of a new Master Plan that is consistent with economic conditions within the District, state funding projections, College organization and

leadership, and the reviewed and revised statement of the College's mission, vision, values, and goals to be completed by the Board of Trustees in January 2011. There is insufficient documentation of student learning outcomes assessment for program, courses, and general education or of dialogue and planning for the improvement of learning.

### **Planning Agenda, Standard IB**

No later than September 2011, the Superintendent/President will initiate a process by which the campus community will review and update the District Educational Master Plan in order to ensure that institutional planning and decision making are directly responsive to current community needs and guided by current College goals and priorities (Standard IB-2).

By June 2011, the Academic Senate will develop recommendations regarding College acquisition of software for assessment data management and approve a procedure for systematic learning assessment documentation across the institution to be integrated into the College's existing program review and planning procedures (Standard IB-3).

The Office of Institutional Effectiveness, in consultation with the Academic Senate and the Institutional Effectiveness Committee, will develop by November 2011 a program review training procedure for chairs, managers, and student support staff in order to improve understanding and use of data, as well as standardize and improve follow-through and communication for program improvement (Standard IB-3)..

## **Evidence in Support of Standard I**

- Item I-1. [Board Policy 1200, District Vision, Values, Mission, and Goals](#)
- Item I-2. [Annual Report, 2009](#)
- Item I-3. [2010-2011 College Catalog, Programs of Study](#)
- Item I-4. [Online Classes @ VVC](#)
- Item I-5. [Admissions and Records](#)
- Item I-6. [College Council Agenda and Minutes](#)
- Item I-7. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- Item I-8. [Administrative Procedure 1201, Shared Governance Structure and Responsibilities](#)
- Item I-9. [Board Policy 4000, Standards of Educational Excellence](#)
- Item I-10. [Administrative Procedure 4000, Sustaining Standards of Educational Excellence](#)

- Item I-11. [College Council Schedule of Meetings](#)
- Item I-12. [College-wide Committees](#)
- Item I-13. [Academic Senate Agenda](#)
- Item I-14. [Institutional Effectiveness Committee Agenda and Minutes](#)
- Item I-15. [Accountability Reporting for the Community Colleges, VVC 2009 \(ARCC\)](#)
- Item I-16. [Board Policy 4035, Academic Collegial Consultation](#)
- Item I-17. [Administrative Procedure 4025, General Education Student Learning Outcomes](#)
- Item I-18. [Student Learning Outcomes Assessment FAQs](#)
- Item I-19. Online Classes @ VVC, Student Readiness Survey
- Item I-20. [Board Policy 3250, Institutional Planning](#)
- Item I-21. [Program Review Home, P.R.A.I.S.E. Documents](#)
- Item I-22. [Educational Master Plan, March 2007](#)
- Item I-23. [Board Policy 1202, Institutional Effectiveness](#)
- Item I-24. [Academic Senate Minutes](#)
- Item I-25. [Academic Senate Approved Documents](#)
- Item I-26. [Program Review Division Summaries](#)
- Item I-27. [P.R.A.I.S.E. Documents](#)
- Item I-28. Timeline for Annual Report
- Item I-29. Linkages between Institutional Effectiveness and District Goals and Priorities
- Item I-30. [VVC Progress Report, October 15, 2007](#)
- Item I-31. [Board of Trustees Agenda and Minutes Archives](#)
- Item I-32. ARCC Summary and Targets
- Item I-33. Administrative Procedure 4025, AA/AS Criteria
- Item I-34. Victor Valley College's CurricUNET
- Item I-35. Academic Senate Program Review Evaluation

- Item I-36. [Administrative Procedure 3250, Institutional Planning Systems](#)
- Item I-37. [Prioritization of Budget Augmentation Requests \(planning years 2007-2008 and 2009-2010\)](#)
- Item I-38. [Administrative Procedure 4020, Process for Program Discontinuance](#)
- Item I-39. [Program Management Flowchart](#)
- Item I-40. [Administrative Procedure 1200, Review of District Vision, Values, Mission and Goals](#)
- Item I-41. [Program Improvement Proposal Form and Sample](#)
- Item I-42. [Campus Climate Survey 2010](#)

## Standard II – Student Learning Programs and Services

*The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.*

### Standard IIA. Instructional Programs

*IIA-1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.*

*IIA-1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.*

#### Description

The mission of the College (Board Policy 1200; Item IIA-1) provides the direction for all new and established instructional programs. These programs are designed to uphold a high standard of educational excellence (Board Policy 4000; Item IIA-2)—regardless of location or means of delivery—and to be responsive to community needs, including transfer to four-year institutions, career and technical education, workforce development, and lifelong learning for personal and professional satisfaction.

All programs must meet the five criteria set by the California Community Colleges Chancellor's Office: appropriateness to the mission, need, quality, feasibility and compliance. The programs must also meet the primary mission of the California Community College at the lower division level. The quality of a program is assessed through review of the curriculum, including goals and objectives. The feasibility of the program is assessed through availability of College resources such as funding, faculty, facilities and/or equipment. All programs are also evaluated

for compliance with existing state and federal laws, statutes and regulations. These include licensing laws for any given occupation.

Career and technical education (CTE) programs also rely upon outside expertise to provide recommendations regarding whether its programs (current or proposed) meet community and student needs. Through a regional occupational consortium, the Inland Empire Tech Prep Consortium, and Advisory Councils for each certificate program, the College is able to identify and stay abreast of emerging trends and demands of the marketplace to keep its programs relevant and progressing towards their stated outcomes.

In order to ensure both credit and noncredit CTE programs are current and performing with integrity, additional data are evaluated as mandated by federal regulations. These data (shown below) are known in the state as “core indicators” and are aligned to federal accountability reporting requirements in connection with reauthorization of the Perkins Act:

- Skill attainment
- Completions, certificates, degrees and transfer-ready
- Persistence in higher education
- Employment
- Training leading to non-traditional employment

Funding associated with the core indicators is intended to ensure student learning needs are met, and that programs improve as necessary to meet established goals. This year marked the first time analysis of these data were formally integrated in the College’s annual cycle of program review in order to identify those programs in need of improvement.

On an annual basis, alignment of the College’s instructional programs to its mission is assessed through its cycle of program review, planning, and resource allocation (P.R.A.I.S.E. documents; Item IIA-3). Both quantitative and qualitative data are used in this evaluation, including program-level as well as student success indicators—including but not limited to:

- Enrollment trends and projections
- Retention, persistence, and success rates
- Job market demand
- Course transferability
- Cost effectiveness
- Availability of resources (including budget history)
- Other measures as deemed relevant by program stakeholders

- Student learning outcomes (SLO) assessments
- Program relevance and process management

In addition to program review, the College’s Annual Report (Item IIA-4) includes descriptions of educational characteristics of the communities served, academic performance of diverse groups of College students, and performance of programs across several achievement indicators. The College makes use of these sources of data and information to ensure and communicate to varied audiences that its programs are consistent with the educational preparation, diversity, demographics and economic conditions of the communities served.

*IIA-1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.*

**Description**

The College utilizes face-to-face (on- and off-campus), interactive television, online, and hybrid delivery methods of instruction in order to meet the diverse needs of students. In addition some face-to-face classes are enhanced with electronic learning management systems (e.g., Blackboard or Moodle; Item IIA-5) to expand communication among students and with the instructor and to deliver course content and material such as the syllabus, slideshows, supplemental reading, and grades.

As reported in Annual Report 2009 (Item IIA-4) the College offers a variety of scheduling, site, and course delivery options to meet students’ diverse needs:

**Table II- 1. Section Counts and Fills x Time of Day**

	2006FA			2007FA			2008FA		
	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC
Day	657	73.6%		627	87.6%		632	99.2%	
Evening	298	69.0%	67.7%	266	76.1%	85.5%	278	92.6%	96.3%
Other	293	56.9%		240	90.3%		224	92.4%	
<b>TOTAL</b>	<b>1,248</b>			<b>1,133</b>			<b>1,134</b>		

**Table II- 2. Section Counts and Fills x Mode**

	2006FA			2007FA			2008FA		
	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC
Online	227	75.0%		199	89.6%		200	95.0%	
Traditional	991	68.4%	67.7%	905	85.1%	85.5%	886	96.4%	96.3%
Other	30	40.8%		29	69.3%		48	99.5%	
<b>TOTAL</b>	<b>1,248</b>			<b>1,133</b>			<b>1,134</b>		



Table II- 3. Sections Counts and Fills x Site

	2006FA			2007FA			2008FA		
	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC
Main_Campus	1,006	66.4%		912	85.0%		908	97.1%	
Off_Site	15	52.2%	67.7%	21	69.1%	85.5%	23	77.7%	96.3%
Online	227	75.0%		200	89.4%		203	94.9%	
<b>TOTAL</b>	<b>1,248</b>			<b>1,133</b>			<b>1,134</b>		

Table II- 4. Section Counts and Fills x Weeks Duration

	2006FA			2007FA			2008FA		
	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC
1 week	20	62.9%		12	67.9%		17	70.3%	
2 weeks	3	25.6%		4	63.3%		5	72.6%	
3 weeks	3	83.2%		2	78.6%		2	94.3%	
4 weeks	2	97.0%		2	101.5%		2	72.1%	
5 weeks	1	100.0%		1	87.5%		1	30.0%	
6 weeks	4	74.6%		5	91.5%		9	75.8%	
7 weeks	5	104.7%		3	87.8%		--	--	
8 weeks	179	69.0%	67.7%	153	84.2%	85.5%	153	92.7%	96.3%
9 weeks	1	62.9%		1	91.4%		1	62.9%	
10 weeks	6	72.2%		1	82.9%		--	--	
11 weeks	1	76.7%		3	97.5%		3	111.3%	
12 weeks	27	71.7%		32	78.7%		25	82.9%	
13 weeks	1	97.3%		1	85.7%		1	85.7%	
14 weeks	--	--		1	68.6%		2	107.1%	
16 weeks	995	67.2%		912	86.2%		913	98.1%	
<b>TOTAL</b>	<b>1,248</b>			<b>1,133</b>			<b>1,134</b>		

The College’s curriculum approval process requires specification of instructional objectives, course content, assignments, and methods of instruction, including lecture, lab, and distance education. All sections of each course outline of record are reviewed by department chairs, division deans, and the curriculum committee prior to approval. In addition, the Articulation Officer evaluates courses to guarantee that four-year institutions are accepting the courses as fully transferable.

All classes offered online or hybrid online format are of the same quality and rigor as those offered in the traditional classroom. All courses offered have defined instructional objectives and have gone through the curriculum approval process to insure these objectives and content are appropriate to the educational component of the discipline in which they are offered. Separate review and approval is required for each curriculum proposal that identifies distance education as a method of instruction, and each such proposal must specify the type and frequency of regular effective contact between the instructor and enrolled students (Item IIA-22).

Table II- 5. Section Counts and Fills x Meeting Pattern

	2006FA			2007FA			2008FA		
	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC	Section Count	Fill Rate	VVCC
Monday	59	65.4%		52	71.2%		54	84.5%	
M/T/W	1	65.0%		3	64.0%		4	72.0%	
M/T/W/Th	21	56.8%		13	79.4%		11	82.6%	
M/T/W/Th/F	16	75.6%		13	69.1%		14	70.9%	
M/T/W/Th/F/Sat	--	--		--	--		2	69.7%	
M/T/Th/F	--	--		--	--		--	--	
M/W	290	78.4%		282	89.1%		287	104.6%	
M/W/F	5	56.5%		8	82.8%		3	69.9%	
M/W/F/Sat	2	25.0%		2	38.0%		2	32.0%	
M/Th	--	--		--	--		--	--	
M/F	--	--		--	--		2	45.0%	
Tuesday	57	67.1%		50	75.8%		50	89.7%	
T/W	--	--		--	--		1	82.6%	
T/W/Th	1	6.7%		1	13.3%		--	--	
T/Th	289	78.1%	67.7%	297	90.7%	85.5%	293	101.5%	96.3%
T/Th/F	--	--		1	91.4%		1	62.9%	
T/Th/Sat	--	--		--	--		--	--	
T/F	1	70.0%		1	105.0%		--	--	
Wednesday	46	63.5%		34	74.9%		46	88.0%	
W/Th	--	--		--	--		--	--	
W/Th/F	--	--		1	20.0%		--	--	
W/F	4	57.7%		2	87.7%		2	126.0%	
Thursday	40	54.1%		29	69.6%		28	94.3%	
Th/F	1	100.0%		1	63.3%		1	100.0%	
Th/F/Sat	1	20.0%		--	--		--	--	
Friday	73	58.6%		63	75.1%		65	92.5%	
F/Sat	2	41.7%		2	185.7%		2	65.0%	
Saturday	46	71.6%		39	74.8%		42	86.3%	
Other	293	56.9%		239	89.0%		224	92.4%	
	1,248			1,133			1,134		

As indicated above, online sections comprise an increasing percentage of the College’s classes each semester, and high fill rates for these sections indicate that the distance education methods meet students’ scheduling needs. However, Annual Report, 2009 published comparative success rates for students enrolled in courses using different delivery methods (Item IIA-4). Online student retention rates are on par with traditional courses; success rates, however, are considerably lower. This finding was useful in spurring dialogue that over time led to the development of an online class readiness survey by the Academic Senate’s Online Committee (Item IIA-6). A link to this survey was placed on the Blackboard Online Classes Webpage in Fall 2010 in order to assist potential distance education students in assessing their preparation to succeed in online classes. Different sections of the readiness survey measure class preference, computer literacy, and time management, factors that are important for success in an online class, and instructions indicate a minimum satisfactory score for each of these sections.

Dialogue takes place in meetings of the Curriculum Committee regarding the delivery systems and methods of instruction (Item IIA-7). Recently, definitions of each mode of delivery were recommended by the curriculum committee and approved by the Academic Senate (Item IIA-33). Additional conversation regarding delivery systems occurs within faculty committees that develop recommendations regarding distance education: the Distance Education Committee and the Online Committee.

Although in the past online instructors were required to participate in an online training workshop before transferring their courses to an online format, the College does not presently require this training. Currently, a Distance Education Facilitator position has been created to revisit the importance of continuing pedagogical and technical training and to advocate for improved technological support for online instruction (Item IIA-47). In addition, the Distance Education Facilitator is working with faculty to formalize a review process to improve course delivery and standardize Blackboard functions usage, and to develop a system by which the effectiveness of online courses and content is assessed. A survey has been distributed to assist in communication with faculty who use online delivery systems and in the development of guidelines and standards for quality in instructional applications of distance education (Item IIA-48).

A number of instructional support centers and alternative instructional modes have been integrated into curriculum and include the following:

***Planetarium:*** The College planetarium (Item IIA-8) is used for the instruction of College students, as well as for the benefit of the general public. Four introductory astronomy classes are held in the planetarium during each primary term, which features a state-of-the-art Zeiss Skymaster star projector. This visual system allows the planetarium to show thousands of stars on the dome and to include the outlines of constellations and the locations of planets. More than 200 students per semester learn about constellations, planets, and other stellar objects. Public showings are held twice a month on Friday nights. Numerous special showings are held throughout the semester for the benefit of school children from the local public and private schools and for such groups as Boy Scouts and Girl Scouts. Opportunities for increased College student involvement in research and filming have been considered.

***Honors Program:*** Honors courses are more extensive and intensive in terms of research, depth of discussion and material covered. They are designed to promote a deeper, more comprehensive understanding of the material and the connectedness of disciplines while preparing students to excel later in advanced degree preparation. They offer additional opportunities for independent and focused study, and more individualized interdisciplinary, experimental, enhanced and collaborative learning experiences. Students participate in advanced seminars and intensive research and course work.

***Study Abroad Program:*** The Study Abroad Program, under the guidance of a faculty facilitator, prepares the College community for the complex and interdependent world of the 21st century by promoting and facilitating collaboration among campus departments and offices; community groups; regional, national, international organizations and consortia; and individuals engaged in study abroad activities. The College's Study Abroad Program offers short-term trips for students interested in foreign studies and research and in learning about foreign languages and cultures. These trips include tropical ecology research expeditions in Timor-Leste and hands-on training in sustainable development practices and natural resource management in Costa Rica. Plans for the near future include a summer course on the Authors of the Theater in London, a Summer choir tour through Europe, and a winter trip to the United Arab Emirates on business practices and political economics.

**Model United Nations Program:** The College’s Model United Nations (MUN) Program, under the guidance of the MUN facilitator, allows participating students to engage in the focused study of international politics, diplomacy, conflict resolution, interpersonal communication, and public speaking. Students research and debate such topics as the acquisition of weapon of mass destruction by terrorists, world health issues such as the state of the AIDS crisis and transnational diseases, and the political methodology for addressing international trade and development. MUN conferences assist students in gaining such valuable and transferable skills as conflict resolution, interpersonal communication with Western and non-Western cultures, networking, team building, leadership, and public speaking. For the past six years, the College’s student delegations to the National MUN conferences have been recognized for excellent performance by receiving the two highest awards: Outstanding Delegation and Outstanding Position Paper (program website; Item IIA-49).

**Field Studies:** Many of the science courses at the College (Biology, Oceanography, Geology, Botany etc.) and general education classes such as Music include mandatory field trips as part of the curriculum. Hands-on learning and real world engagement are only part of what a student gets when participating in a field trip. Some students learn much better through a kinesthetic sense and field trips provide opportunities to increase student learning.

*IIA-1c. The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.*

**Description**

Since Fall 2008, student learning outcomes (SLOs) and assessment methods are identified for each course, certificate programs, and general education. By 2009, a regular cycle of assessment was incorporated into the annual program review and planning process in order to accommodate “closing the loop.” Assessment results are embedded in the context of program review, decisions can then be made about allocating resources (time, effort, materials, and money) to ensure students learn and programs achieve their goals. The College has not yet decided on assessment management software; some demonstrations have been presented to the Institutional Effectiveness Committee, but no formal recommendations have been formulated. For now, SLO assessment data are housed with the student learning and assessment facilitator. In April 2009, SLOs were drafted for general education (Item IIA-9).

Formal SLO assessment schedules have not been developed. It is intended that SLOs at the course and program levels will be assessed on a schedule developed by relevant faculty. The schedule would have no less than a six-year course review schedule pursuant to Administrative Procedure 4000 (Item IIA-10). Relevant faculty will then discuss, decide, and communicate how the data will be utilized to improve student success. As shown on the senate-approved report form (Item IIA-34), options for improvement include but are not limited to:

- Provide clearer information to students about the goals or objectives of the relevant assignments or assessment methods.

- Revise content of assignments or assessment methods.
- Revise the scope or amount of writing/oral/visual/clinical or similar work in the assignments or assessment methods.
- Revise activities leading up to and/or supporting assignments or assessment methods.
- Increase in-class discussions and activities.
- Increase student collaboration and/or peer review.
- Provide more frequent or more detailed feedback on student progress.
- Increase guidance for students as they work on assignments.
- Use methods of questions that encourage competency
- State criteria for grading more explicitly, for example, by distributing scoring rubrics.
- Increase interaction with students outside of class.
- Ask a colleague to critique assignments or assessment methods.
- Collect more data.
- Revise the stated SLO and/or objectives for the course.
- Nothing; assessment indicates no improvement necessary.

Despite the foundation that has been laid to enable SLO assessment practice aimed at making improvements, progress has been slow due to the lack of agreement between administration and faculty about the practice and constructive uses of assessment.

### **Evaluation, Standard IIA-1**

***Standard IIA-1a:*** The College utilizes a variety of formal evaluative procedures to ensure the integrity of its instructional programs in meeting its mission to serve community and student needs: curriculum review and proposal process; annual program review, planning, and resource allocation process; compilation of the Annual Report of Institutional Effectiveness. In addition, the College produces and relies upon research and analysis to gauge impact of its varied delivery modes on student achievement.

***Standard IIA-1b:*** The College utilizes several modes of instruction that are compatible with the objectives of the curriculum and are responsive to student needs. This is ensured through evaluation of delivery methods during the curriculum and program review processes, as well as through the assessment of student preparedness to succeed in online courses. The integrated use of learning support centers and alternative instructional modes in delivering course content demonstrates improvements made to better meet student needs.

**Standard IIA-1c:** The College has participated collegially in developing course, certificate, program and degree level student learning outcomes. With an annual program review and planning process that incorporates SLOs and assessment, the College has helped to assure the high quality of its programs and student achievement. Student achievement data has been assessed in a variety of ways, including student success, progress through a course sequence, certificate and degree completion, transfer and employment rates. However, there has been little documented to show the use of SLO assessment data and to demonstrate how this can directly affect improvement of courses and programs. In addition, there is a need to formalize a schedule of assessment and the manner in which data will be managed, stored, discussed, and used for improvement.

*IIA-2. The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.*

*IIA-2a. The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.*

**Description**

The College assures quality and continuous improvement through rigorous processes for proposing new and evaluating existing courses and programs. Course, certificate and program curricula are written by faculty within the discipline and reviewed by the department chair and division *Dean* prior to being reviewed by the Curriculum Committee based on procedures developed by the the College’s Academic Senate. All new courses both credit and non-credit, must also be approved by the Board of Trustees.

These procedures are based on Title 5 regulations, requirements established by the California Community Colleges Chancellor’s Office, and on best practice recommendations from the Statewide Academic Senate. The purview of the Curriculum Committee as a committee of the Academic Senate is to review all courses submitted by the faculty to ensure compliance with the mission of the College and to make sure curricula contain (among other things) rigorous pedagogy, instructional objectives, and methods of assessment. Per Board Policy 4035 (Academic Collegial Consultation; Item IIA-12), faculty maintain a central role in establishing quality and improving instructional courses and programs through a District-adopted standard of “relying primarily upon the advice and judgment of faculty on all academic and professional matters”—collectively these are known as the 10+1:

1. Curriculum, including establishing prerequisites and placing courses within disciplines;
2. Degree and certificate requirements;
3. Grading policies;
4. Educational program development;
5. Standards or policies regarding student preparation and success;
6. District and College governance structures, as related to faculty roles;
7. Faculty roles and involvement in accreditation processes, including self study and annual reports;
8. Policies for faculty professional development activities;
9. Processes for program review;
10. Processes for institutional planning and budget development; and
11. Other academic and professional matters as mutually agreed upon between the Board of Trustees and the Academic Senate.

In addition to the authority of faculty established by board policy, rigorous curriculum review and approval processes, the College's annual program review and planning processes provide another means of reviewing and evaluating courses and programs. These processes integrate definitions of student learning outcomes and their assessments for all courses and programs. Certain career and technical education programs are also required by outside agencies to participate in a separate evaluation process of curricula (administration of justice, paramedics, nursing, aviation and fire technology).

Faculty have taken the lead in the development and implementation of course and program SLOs. Training was provided to faculty to assist them in developing SLOs for courses and programs in 2007. Then in 2008, SLOs and assessment were added to the program review process. This resulted in faculty developing SLOs for 100% of courses in the 2008-2009 academic year.

The College's established operations supporting SLOs include an SLO and Assessment Facilitator who works with all faculty to assist in writing student learning outcomes and creating classroom assessment techniques. The SLO and Assessment Facilitator was hired on a part-time (.20 FTE) basis to assist faculty to develop an SLO and assessment schedule. However, at the present time no such schedule exists.

*IIA-2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.*

### **Description**

Per Board Policy 4035 (Academic Collegial Consultation; Item IIA-12), faculty expertise is relied upon all academic and professional matters—particularly with regard to student learning. Faculty members drive the development and implementation of student learning outcomes and assessment at the College. Course level outcomes are defined for all courses, and some faculty have conducted assessments. Program outcomes have been defined but not yet assessed. At this writing, faculty members are beginning the mapping process whereby course-level outcomes are identified that meet program outcomes.

Each of the College's career and technical education (CTE) programs rely upon an Advisory Council to ensure relevance and currency of their programs. With recent changes in administration of CTE programs in recent years, it was found that some re-tooling was necessary to ensure advisory council expertise was leveraged appropriately. While some CTE programs have consistent contact with advisory council members about their programs, the College lacked a systematic means of ensuring a regular flow of information from advisory council members to the College demonstrating that their expert feedback on student competencies and other program development issues was utilized.

Recent efforts to improve such key linkages with business and industry partners have included the development of a handbook (Item IIA-13), creation of a standard template for recording advisory council discussions and recommendations (Item IIA-14), centralizing collection of that information, and refining communications between advisory councils and the College. On September 25, 2010, the College hosted a general meeting for all Advisory Councils to re-invigorate and re-focus the College's efforts to integrate outside expertise in the improvement of student learning in CTE programs.

*IIA-2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.*

### **Description**

High quality instructional programs are mandated by Board Policy 4000 (Standards of Educational Excellence; Item IIA-2), and guided by Administrative Procedure 4000 (Sustaining Standards of Educational Excellence; Item IIA-10). Quality is upheld through several evaluative mechanisms:



- Hiring and tenure review processes for faculty are rigorous. Minimum qualifications or equivalencies for hiring are strictly upheld, as are the purposes of tenure review: “to recognize, encourage, and support professional accomplishments and growth within their discipline” (Item IIA-25).
- Regular review of syllabi is conducted to ensure consistency with the course outline of record by the Curriculum Committee. [*Doubtful claim. Provide evidence.*]
- Comprehensive review and revision of curricula every six-years pursuant to Administrative Procedure 4000 (Item IIA-10).
- Program review, planning, and resource allocation is conducted on an annual basis and incorporates evaluation of courses and programs in terms of student impact (Item IIA-3).

Departments are responsible for determining the correct breadth, depth and rigor in each course outline of record and to make sure the courses comply with articulation standards required by the UC and CSU systems as well as other accrediting agencies. All course outlines of record are maintained on CurricUNET© (the College’s curriculum management system) and all faculty members are able to access all courses. In so doing, individual faculty are able to review and edit as necessary course content, instructional objectives, methods of instruction, and methods of evaluation in order to maintain the academic rigor of courses and programs.

Discipline faculty due to their content knowledge and experience with students propose course sequences in accordance with Title 5 regulations for pre-requisites and co-requisites. In order to establish pre-requisites or co-requisites discipline faculty must:

- identify any new or existing courses for which prerequisites, or co-requisites are needed;
- establish advisories on recommended preparation;
- determine whether limitations on enrollment exist; and
- review needs in accordance with Title 5 regulations.

The documentation submitted by the faculty to the Curriculum Committee must include information on basic content review and equivalent courses, documented content review, and/or data collection and analysis (Item IIA-50).

<p><i>IIA-2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.</i></p>
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**Description**

Faculty are encouraged to use many different styles of teaching. Styles of teaching may include lectures, group discussions, pair and small group activities, powerpoint presentations, videos and other multimedia tools, guest lecturers, writers and clinicians, group research and other activities.

Course outlines specify methods of instruction, although these may be altered depending on the needs of the student. All methods are designed to help students develop critical thinking skills, course knowledge, *etc.* The College also offers multiple methods of delivery including face-to-face, online, and hybrid classes in order to meet student needs.

The College's SLO and Assessment Facilitator has offered workshops on integrating assessment with instruction using iClickers®--a classroom response system comprised of wireless remotes that enable students to answer multiple choice and true/false questions projected onto a screen.

The College received a Title V-Hispanic Serving Institutions grant in 2006 with the purpose of helping underrepresented students perform better in school. This grant has provided teacher training, technology for teachers and students, student research opportunities and supplemental instruction. The implementation of technology into the classroom has enabled students from diverse backgrounds to learn using a multitude of methods. For students who learn better through hands-on instructional methods, the grant assisted by providing funding for research projects in the math and sciences.

The Disabled Students Programs and Services assess students for learning disabilities through screening interviews and in-depth diagnostic evaluations. Those students who qualify for services on the basis of Title 5 test criteria are provided further services. Such services may include an interpreter, note taker, reader, specialized instruction, *etc.* in order to meet their learning needs. DSPS also provides students with adaptive learning technology:

Some of the adaptive technology includes:

- computers: Pentium 4, 512 Mgs of RAM, 80 Gig Hard Drives, 3D Video Card, CD Writer/DVD Player (for media books and captioned academic video)
- adjustable tables
- Tracball mouse
- 21" monitors
- ergonomic keyboards
- left and right handed keyboards
- Kurzweil machine
- Braille keyboard
- large print keyboards
- screen magnifier
- magnifying wands and sheets
- scanners

- laser printer
- Closed-captioning televisions

DSPS helps students with specialized needs to achieve just as much as mainstream students as well as fostering independence and an achievement oriented mindset.

Counseling and Guidance courses are offered to help students understand their learning styles. For example GUID 107, Learning Strategies and Study Skills (syllabus; Item 11-15) , assists students in assessing attitude, motivation, learning styles, and personality attributes that are necessary for successful transition into College. Students are encouraged to integrate this self-awareness with theories and strategies that focus on the attainment of life-long success in academic, professional and personal development. Topics include time management, study skills, test preparation, educational goal setting and planning, and maintaining a healthy life style.

*IIA-2e. The institution evaluates all courses and programs through an on-going systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.*

### **Description**

Evaluations are conducted of all courses and programs for relevance, appropriateness, achievement of student learning outcomes, currency and planning for the future through curriculum review and annual program review processes. The Curriculum Committee is responsible for reviewing all curriculum proposals along with a systematic review of all course outlines of record on a six-year cycle pursuant to Administrative Procedure 4000 (Item IIA-10). The committee publishes a handbook outlining all processes needed for course submissions (Item IIA-45).

All curriculum proposals must include in the course outline of record, instructional objectives, methods of evaluation, methods of instruction, textbooks, necessary library resources, reading and writing assignments, prerequisites or co-requisites and articulation data. Review of all curricula includes the department chair and division Dean before being approved by the Curriculum Committee, then forwarded to the Board of Trustees.

Board Policy 1202 (Institutional Effectiveness; Item IIA-17) requires that the College engage in systematic and regular program review, as well as short- and long-term planning and resource allocation processes that support the improvement of institutional and educational effectiveness. Student learning outcomes and instructional improvement are required components of the institutional processes for evaluation, planning, and overall institutional effectiveness—the assessment of which includes: program review; use of data and analysis to inform institutional planning and improvement; and assessment of student learning.

All programs are evaluated through an annual program review culminating in a final report to deans/managers (P.R.A.I.S.E. documents; Item IIA-3) and shared governance committees

pursuant to Administrative Procedure 1202 (Implementing Institutional Effectiveness; Item IIA-18). As part of the review, faculty in each program conduct a detailed and comprehensive self study, which includes assessment of the program in terms of productivity, costs, and impact—quantitative and qualitative data are categorized as follows:

- Enrollment trends and projections
- Course retention and success rates
- Job market demand
- Course transferability
- Program productivity and costs
- Availability of resources (including budget history)
- Other measures as deemed relevant by program stakeholders
- Student learning outcomes (SLO) assessments

The overall goal of program review is to enable data-centered discussions and decisions in instructional planning and improvement. Hence, departmental data are interpreted and discussed among faculty and relevant staff and administrators in each program. The process requires program stakeholders to set priorities and goals that align with the mission and goals of the College. Once the program-level reports are submitted to the respective deans/managers, a division summary (Item IIA-19) should be created that represents the overall strategic planning priorities for the division in the coming year.

As part of this planning process for this year, deans/managers were provided with training on February 5, 2010 (Item IIA-20), and instructed to render a decision about the general status of the program relative to its future needs and plans. A decision flowchart (Item IIA-21) was distributed to them, along with instructions on designating each program with one of the following statuses: Expansion; Continuance; Improvement; Initiate Discontinuance. Planning for 2010-2011 marked the first year of implementing the approach to evaluating and planning for programs described in Administrative Procedure 1202 (Item IIA-18). While faculty have had a long-standing history of conducting program review, in the past the role of administration was not clear. Distributing responsibility for evaluation to faculty needed to be maintained; but clarification of procedures, and of the role of managers as coordinating, collaborating, and advocating for programs under their charge was necessary to solidify the integrity of the College's ongoing systematic review processes. Most divisions completed the task this year (Item IIA-19).

*IIA-2f. The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.*

**Description**

As described in Administrative Procedure 3250 (Institutional Planning Systems; Item IIA-23), the College utilizes an annual program review, planning, and resource allocation process as its main system of evaluation and strategic planning. Embedded within that system of planning for those programs that directly serve students are student achievement and learning outcome measures (Item IIA-3).

The Academic Senate and its Curriculum Committee have integrated SLOs into curriculum documents in CurricUNET for all courses and programs (certificates and degrees); SLOs for general education have also been defined (Item IIA-9). Course learning outcomes must be achieved by students in order to receive credit for the course. Methods of assessment are also identified in the curriculum documents—specifically the course outline of record. Assessment activities are being continually developed and training has been provided to enable faculty use of more assessment techniques for student improvement.

In addition to its annual program review and planning processes, systematic evaluation assuring currency, relevance, and institutional improvement is achieved through the College's compilation and publication of an Annual Report of Institutional Effectiveness (Item II4). The report communicates to the College's various audiences its achievement of outcomes relative to (1) Student Success; (2) Access to Programs and Services; (3) Responsible Resource Management; and (4) Institutional Excellence. Despite the lack of a coordinated effort by the College to review the plethora of data and analysis and engage in focused dialogue about its recommendations for action, two examples emerge that lead to improvement of campus business processes:

- Productivity and instructional costs data led to spirited conversations about data quality and ownership, and planning and use of resources. In particular, certain CTE programs were “red flagged” as costing more than they were producing. At the program level, this led to identifying problems with misclassification of program and curricula, and a need to re-conceptualize the program's identity. At a systems level, problems with business processes relative to curriculum management and to planning for CTE-specific program funding were identified. Significant improvements were subsequently made that resulted in integration of CTE program planning with the annual program review, planning, and resource allocation cycle. Moreover, some of those categorical dollars (\$75,000) were set aside to fund specific proposals for CTE program improvement activities.

- Lower course success rates in online (55.9%) versus traditional courses (62.6%) underscored faculty efforts to address the problem. Academic Senate engaged in focused dialogue and action culminating in the development of an assessment of student readiness for online courses (Item IIA-6).

*IIA-2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.*

**Description**

The College does not use departmental course and/or program examinations.

*IIA-2h. The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.*

**Description**

The course outline of record (see CurricUNET; Item IIA-32) forms the basis of the educational contract between the student and the instructor and the College. The outline identifies the expectations that are the core of the student's grades and delineates the fundamental components of the course, such as instructional objectives for the class, content, methods of instruction, characteristic course assignments, *etc.* These are the criteria for student achievement that provide the basis for awarding credit. Units of credit are awarded based on the successful completion of the course as enumerated in the course outline.

The Curriculum Committee ensures that all course outlines meet the standards set out in Title 5 and the Program and Course Approval Handbook (Item IIA-46) . Units of credit per course are in line with Carnegie Unit metrics and regulations of the California Education Code and Title 5—to wit: One unit of credit is awarded for 54 hours of student work.

*IIA-2i. The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.*

**Description**

General Education outcomes have been written for the College and are also being used as institutional outcomes (Item IIA-9). Every course across the campus has also written student learning outcomes (see CurricUNET; Item IIA-22). Every certificate program must also identify student learning outcomes that are necessary to complete that certificate program. Faculty are required to place SLOs on the course syllabus so that students can see what is expected of them.

Faculty are required to measure student performance in terms of stated course objectives, and the final class grade must be based on demonstrated proficiency in the subject matter of the course (Item IIA-44).

Students receiving a certificate or degree have successfully completed all course work required, and program learning outcomes are assessed in courses required to complete the program. If the student has successfully completed all course work required to earn a certificate or degree then that same student has also met the student learning outcomes.

### **Evaluation, Standard IIA-2**

**Standard IIA-2a:** The College use of established procedures resulted in the identification of SLOs for 100% of courses and its general education program. Evaluation of courses and programs is achieved through curriculum review processes and integration of SLOs and other student achievement data in its annual program review, planning, and resource allocation process. The centrality of faculty in maintaining quality and ensuring course and program improvement is authorized by board policy, formally guided through established administrative procedures, and demonstrated throughout the long history of active involvement by faculty in program review and planning.

**Standard IIA-2b:** The College reliance on faculty advice and expertise on all academic and professional matters is established through board policy, particularly in connection with student competencies and learning outcomes. The re-invigoration and formalization of a system supporting the integrated use of CTE advisory councils bodes well for programs being able to record the use of industry feedback in establishing student competency levels and assessing outcomes. Institutionally, student learning indicators are compiled and reported annually. There is a need to specify how course outcomes are linked to program outcomes to better enable regular assessment of student progress towards those outcomes.

**Standard IIA-2c:** Many processes exist to ensure the College's programs include high quality of instruction with appropriate breadth, depth, rigor, sequencing and time to completion, as well as synthesis of learning. Cyclic review of all curricula works to ensure depth and rigor of instruction in all course offerings. Expert faculty involvement in the design of courses, with peer review and feedback from the Curriculum Committee ensures checks and balances are in place in proposing and evaluating courses and programs. All of these processes require continual dialogue among faculty, and between faculty and administration throughout development of courses and programs. Commencing a program mapping project will further solidify quality control processes relative to instruction and program development.

**Standard IIA-2d:** The College provides many different delivery modes and its various technologies are leveraged to enable assessment of students learning needs. While many faculty are utilizing a variety of different modes and methodologies, the College would benefit from more systematic, focused analysis of the impacts thereof on student learning.

**Standard IIA-2e:** Well-established systems are in place within the institution to evaluate courses and programs: Curriculum Committee review and an annual program review cycle are utilized in an ongoing way to evaluate all programs in terms of effectiveness (including

assessments of student learning), efficiency, and future needs. This year's inaugural attempt to ensure the distributed approach to evaluation and planning enforced the role of deans/managers as collaborator, coordinator, and was marginally successful. With better enforcement and clarification of procedures, resourcing the future needs emerging from evaluation of courses and programs will be facilitated. The College's P.R.A.I.S.E. process is evolving, and noticeable strides continue to be made.

**Standard IIA-2f:** The College has a long-history of robust participation by faculty in its program review and planning processes. In addition, recent efforts to formalize evaluation and planning processes have been very productive—yielding the drafting and/or adoption of several board policies and administrative procedures aimed at aligning and integrating all evaluation and planning activities for the purposes of institutional improvement that drives plans and budgets. Emphasis now must be placed on formalizing student learning assessment to include all departments across the College, and on how to engage dialogue about findings in the College's annual report, for purposes of improving outcomes as necessary and communicating those efforts to appropriate constituencies.

**Standard IIA-2g:** The College does not use departmental course and/or program examinations.

**Standard IIA-2h:** Faculty have developed SLOs within their academic area based on specific and clearly stated measurable outcomes and such standards are reviewed by the Curriculum Committee to ensure that all courses and programs are appropriate. Credit is awarded based on these criteria as contained within the course outline of record for each course. Such criteria are in line with Title 5 of the California Code of Regulations and reflect the policy and standards of the College.

**Standard IIA-2i:** While the College has SLOs for all courses and at the institutional level as general education SLOs, not all programs have defined their SLOs.



*IIA-3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalog. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course. General education has comprehensive learning outcomes for the students who complete it, including the following:*

*IIA-3a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.*

### **Description**

The philosophy of general education adopted at the College is derived from Title 5, §55061 of the California Code of Regulations and is stated in full in Board Policy 4025 Philosophy and Criteria for the Associate Degree and General Education (Item IIA-17). The summary of this philosophy that is published in the catalog describes the College's general education program as an introduction to the major areas of knowledge and that the associate degree represents successful completion of learning experiences that increase knowledge, develop competencies, enhance insights, and encourage lifelong learning (Item IIA-27; see page 53).

The College requires all students awarded an Associate of Arts or Associate of Science degree to complete a general education course sequence of at least 18 units distributed across five categories. In accordance with the College's philosophy of general education, courses must be completed in three major areas of knowledge: the natural sciences, the humanities, and the social and behavioral sciences. In addition, the general education curriculum requires completion of courses in several areas that develop essential competencies and the capacity for life-long learning: written and oral communication, analytical thinking, quantitative reasoning, and information competency. All courses that may be used to satisfy each category within the general education program are identified in the College catalog (Item IIA-27).

The Academic Senate's Graduation Requirements Committee defined the categories within the general education program and aligned general education standards with the requirements of the California State Universities. As a result, only CSU transferable courses are approved for general education. Discipline faculty propose courses for inclusion in the general education curriculum when submitting proposals to the Academic Senate's Curriculum Committee by means of CurricUNET®, the College's curriculum management software (Item IIA-22). Student learning outcomes for courses are not required for curriculum approval or included in the course outline of record. However, the description, content, and instructional objectives for each proposed course are reviewed by the members of the Academic Senate's Curriculum Committee in order to determine transferability and, thus, qualification for the general education curriculum.

General education student learning outcomes were developed by the graduation requirements

committee and approved by the Academic Senate on April 3, 2008 (Item IIA-29). These learning outcomes were designed to incorporate the standards for courses meeting the California State University general education breadth standards, the course standards for California's Intersegmental General Education Transfer Curriculum, and Title 5, Section 55063 of the California Code of Regulations (Minimum Requirements for the Associate Degree). The College's general education learning outcomes are now published as Administrative Procedure 4025, General Education Student Learning Outcomes (Item IIA-9).

As stated in the Academic Senate's Student Learning Outcome Assessment FAQs (Item IIA-32), general education student learning outcomes are intended to be achieved by students who complete the general education requirements for the associate degree. Accordingly, the achievement of general education student learning outcomes is determined by means of course-embedded methods of assessment selected by individual instructors of courses approved for the general education curricula (Item IIA-32).

Administrative Procedure 4025, General Education Student Learning Outcomes, states that students who complete the general education requirements at the College will attain the following knowledge and skills in the areas of the natural sciences, the social and behavioral sciences, and the humanities (Item IIA-9):

*Category I: Natural Sciences*

1. Define and discuss the basic principles, concepts, and theories of the natural sciences.
2. Explain and apply the methods scientists use to explore natural phenomena, including observation, hypothesis, measurement, experimentation, evaluation of evidence, and quantitative analysis.
3. Critically evaluate the limitation, sustainability and social impact of scientific study.

*Category II: Social and Behavioral Sciences*

1. Discuss and apply the central theoretical concepts and methods of contemporary social or behavioral science.
2. Critically analyze individual or social behavior in a variety of contexts, including contemporary, historical, Western, non-Western, and minority.
3. Identify and evaluate the foundations and principles of responsible citizenship, including the rights, responsibilities, and routes of participation for citizens.

*Category III: Humanities*

1. Identify, discuss, and evaluate works of major philosophical, historical, literary, artistic, and/or cultural importance.
2. Critically analyze conceptions of human meaning and forms of self-expression and self-understanding that represent the perspectives of different periods of time, cultures, social and ethnic groups.
3. Reason effectively about values, including the application of ethical principles and ethical analysis of proposed solutions to social problems.

According to the College’s Annual Report 2009 (Item IIA-4) student learning outcomes have been assessed for courses that incorporate the general education learning outcomes in the areas of the natural sciences, the social and behavioral sciences, and the humanities.

**Table II- 6. SLOs Assessed x General Education Categories I, II, III**

<b>General Education Category</b>	<b>Percentage of Courses in the Category Assessed (Fall 2009)</b>	<b>Course Success Rate for the Category (Fall 2008)</b>
<b>I. Natural Sciences</b>	<b>31%</b>	<b>65.9%</b>
<b>II. Social and Behavioral Sciences</b>	<b>13%</b>	<b>59.8%</b>
<b>III. Humanities</b>	<b>14%</b>	<b>58.6%</b>

Student achievement in the natural sciences category exceeded the College’s overall Fall 2008 course success rate of 61.9%. However, student achievement in the social and behavioral sciences and humanities categories was below the overall College success rate.

*IIA-3b. A capability to be a productive individual and life long learner. Skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.*

**Description**

Administrative Procedure 4025, General Education Student Learning Outcomes, states that students who complete the College’s general education program attain the following learning outcomes that support the capability for individual productivity and lifelong learning (Item IIA-9):

*Category IV: Language and Rationality*

**A. English Composition**

1. Compose a variety of essays and revise these compositions for clarity, organization, and mechanical and grammatical correctness.
2. Summarize, synthesize, and paraphrase various types of source materials.
3. Define, access, and evaluate research information from a variety of sources and using a variety of tools.
4. Prepare documented research papers using a variety of resource material and MLA citation/documentation.

**B. Communication and Analytical Thinking**

1. Create and deliver oral presentations that are suitable to the topic, purpose, and audience.
2. Communicate orally with civility and attention to diversity using a wide range of media and in a variety of settings.
3. Actively listen with literal and critical comprehension of ideas and information transmitted in oral language.
4. Recognize, analyze, and evaluate arguments, including the identification of common logical errors or fallacies of language and thought.
5. Reason soundly using elementary inductive and deductive processes.
6. Distinguish fact from judgment, belief from knowledge, and assumption from conclusion.

*Category V: Mathematics*

1. Communicate mathematical concepts formally, using appropriate notation and terminology, and informally by using everyday language.
2. Effectively organize, present, interpret and summarize quantitative information using symbolic, numerical, and graphical methods.
3. Solve problems by evaluating the available information and type of problem, choosing an appropriate technique, applying the technique, and verifying whether or not the solution is reasonable.
4. Use mathematical concepts and methods to understand, analyze, and express applications in quantitative terms.

*Category VI: Information Competency*

1. Determine the nature and extent of information needed and identify a variety of types of formats of potential sources of information.
2. Utilize research tools and/or the Internet to effectively locate and retrieve information resources.
3. Analyze and evaluate information using the criteria of credibility, relevance, authority, currency, and point of view or bias.
4. Organize and communicate information for a specific purpose and in accordance with legal and academic standards.

Skill in scientific reasoning is included in the learning outcomes for general education.

Category I. Natural Sciences, as well as Category IVB Communication and Analytical Thinking. Computer literacy is not included in the College's general education learning outcomes.

According to the College's Annual Report 2009 (Item IIA-4) student learning outcomes have been assessed for courses that incorporate the general education learning outcomes in the areas of communication, analytical thinking, and mathematics but not in the areas of English composition and information competency:

Table II- 7. SLOs Assessed x General Education Categories IV, V, VI

General Education Category	Percentage of Courses in the Category Assessed (Fall 2009)	Course Success Rate for the Category (Fall 2008)
<b>IVA. English Composition</b>	<b>0%</b>	<b>61.9%</b>
<b>IVB. Communication and Analytical Thinking</b>	<b>11%</b>	<b>69.7%</b>
<b>V. Mathematics</b>	<b>36%</b>	<b>54.9%</b>
<b>VI. Information Competency</b>	<b>0%</b>	<b>61.9%</b>

Student achievement in courses in English composition, communication, analytical thinking, and information competency matched or exceeded the College's overall course success rate of 61.9% for Fall 2008. By contrast student achievement in general education mathematics classes was below the overall College course success rate (Item IIIA-4).

*IIA-3c. A recognition of what it means to be an ethical human being and effective citizen. Qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally, and globally.*

Qualities, attitudes, and skills that are essential to ethics and citizenship are distributed across several general education learning outcomes, as stated in Administrative Procedure 4025, General Education Student Learning Outcomes (Item IIA-9):

1. Critically evaluate the limitation, sustainability and social impact of scientific study. (Category I: Natural Sciences)
2. Critically analyze individual or social behavior in a variety of contexts, including contemporary, historical, Western, non-Western, and minority. (Category II: Social and Behavioral Sciences)
3. Identify and evaluate the foundations and principles of responsible citizenship, including the rights, responsibilities, and routes of participation for citizens. (Category II: Social and Behavioral Sciences)
4. Identify, discuss, and evaluate works of major philosophical, historical, literary, artistic, and/or cultural importance. (Category III: Humanities)
5. Critically analyze conceptions of human meaning and forms of self-expression and self-understanding that represent the perspectives of different periods of time, cultures, social and ethnic groups. (Category III: Humanities)
6. Reason effectively about values, including the application of ethical principles and ethical analysis of proposed solutions to social problems. (Category III: Humanities)
7. Communicate orally with civility and attention to diversity using a wide range of media and in a variety of settings. (Category IVB: Communication and Analytical Thinking)

On June 3, 2010, the Academic Senate approved (Item IIA-29) a new diversity requirement for the associate degree. As a result, the following “Global Citizenship” general education learning outcome is now included in Category II: Social and Behavioral Sciences: “Explore, identify, and evaluate the factors that have shaped our global community to gain an understanding of the individual’s roles in relationship to other individuals and systems on a global level.”

**Evaluation, Standard IIA-3**

**Standard IIA-3a:** The College has approved a philosophy of general education in Board Policy 4025, Philosophy and Criteria for the Associate Degree and General Education. A brief summary of this philosophy is published in the College catalog. Courses are approved for inclusion in the general education curriculum after a review of each course outline of record by the Academic Senate Curriculum Committee. General education learning outcomes that include the content and methods of disciplines in the humanities, natural sciences, and social and behavioral sciences have been approved by the Academic Senate and published as Administrative Procedure 4025, General Education Student Learning Outcomes. General education learning outcomes are assessed using course embedded methods within the courses approved for one or more general education category.

**Standard IIA-3b:** Students who complete the College’s general education attain skills necessary for individual productivity and lifelong learning in the following areas: English composition, communication and analytical thinking, quantitative reasoning, and information competency. The College’s general education curricula do not incorporate computer literacy.

**Standard IIA-3c:** Aesthetic and historical sensitivity, appreciation of diversity, civility, ethics, and citizenship are incorporated into the College’s general education learning outcomes for the natural sciences, the social and behavioral sciences, the humanities, and communication and analytical thinking. Appreciation of diversity will also be addressed through the newly designed “Global Citizenship” requirement.

*IIA-4. All degree programs include focused study in at least one area of inquiry or in an established inter-disciplinary core.*

**Description**

In accordance with the mission of California Community Colleges, the College offers transfer degree programs and vocational (career and technical education) degree programs. In the 2010-2011 Catalog there are 13 transfer associate degree programs and 10 vocational associate degree programs approved the by the California Community College Chancellor’s Office.

The College requires that all Associate of Arts (AA) and Associate of Science (AS) degree programs complete a minimum of 60 total semester units. Both these degrees include focused study or an interdisciplinary core. Units to be counted toward graduation must include 18 or more units in an approved departmental major or in a certificate program having 18 or more units (from the catalog).

The general education requirements for the College associate degrees include the completion of 3 units each in English and communication and analytical thinking, 3 units in natural sciences, 3 units in behavioral sciences, 3 units in humanities, and 3 units in mathematics. The vocational (career and technical education) associate degrees, certificate of achievement and certificates of proficiency are identified in the College catalog. Several of the faculty at the College work with employers and sit on vocational advisory committees in order to define student learning outcomes and skills needed for a successful vocational career.

Students earning a degree concentrate in at least one area of focused study or interdisciplinary core. The major provides students with specialized knowledge in a particular field of study. Depending on the major selected, students are awarded an AA or AS degree.

### **Evaluation, Standard IIA-4**

All degree programs include focused study in at least one area of inquiry or in an established inter-disciplinary core. All Associate degree programs require at least 18 units of focused study.

*IIA-5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.*

### **Description**

The College offers 22 associate degrees, 46 certificates of achievement and 83 certificates of career preparation. Certificates of achievement are short-term certificates with 18 or more units of course work designed to prepare students for employment in particular career areas. Certificates of achievement offered by the College require State of California Chancellor's Office approval. Those programs are identified in the College catalog (Item IIA-35). As shown in the Annual Report (Item IIA-4), approximately 1,000 degrees and 500 certificates are conferred upon students annually.

Certificates of achievement are short-term programs typically requiring fewer than 18 units of course work which introduces the student to one aspect of a trade or occupation. Certificates of career preparation are designed to get students ready for a career. Short-term certificates of career preparation do not require the approval of the California Community College Chancellor's Office before being awarded by a College. Students may be interested in pursuing a certificate of proficiency in order to be more competitive for a new job in an industry. The certificate may also assist the student in transferring within a particular industry by improving this/her skill level. All coursework required for a certificate of proficiency can be used towards a vocational degree thereby allowing students to earn a certificate while completing coursework towards a certificate of achievement and/or degree.

The Board of Trustees has approved programs to train students for specific jobs to help provide greater vocational opportunities within the College's service area. The College offers technical

and vocational programs offering specialized classes in areas such as electronics, automotive technology, welding, agriculture, drafting, computer-integrated design and graphics, administration of justice and construction technologies. The College has an auto shop with specialized equipment, several greenhouses for the cultivation and study of various plants and agricultural crops, and a construction technology lab.

Many of the vocational programs offer certification. In Fire Technology for instance, each student who completes a program of courses meeting the specified requirements is entitled to a certificate of achievement in that field. For example, the Fire Fighter certificate is awarded to students who successfully complete the required courses. These courses meet the minimum qualifications and competencies required by National Fire Protection Association and California State Fire Marshal’s Fire Fighter I certification program. The Associate Degree of Science in Nursing is approved by the California Board of Registered Nursing. The graduate is eligible to take the National Council for Licensure Examination for Registered Nursing (NCLEX-RN) and, upon successful completion, becomes eligible for licensure as a Registered Nurse in the state of California.

Career and technical education courses measure student success based on five core indicators in order to receive federal (Carl D. Perkins Act) funding. These indicators are technical skill attainment, credential, certificate or degree completion, persistence or transfer placement, non-traditional student participation, and non-traditional student completion.

All programs require approval and are monitored by the Curriculum Committee. This ensures that each program and the program courses have student learning outcomes (SLOs) and meet the needs of the particular area of the labor industry. The individual advisory, certification and licensure boards also monitor vocational programs in order to maintain certification standards. These external accrediting agencies require programs to provide evaluations and feedback (with the contributions from respective Advisory Councils).

As shown in the Annual Report (Item IIA-4), the following data represent student performance in several CTE programs on certification that leads to employment:

Table II- 8. Success Rates in Administration of Justice

<b>ADMINISTRATION OF JUSTICE</b>				
<b>Course</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>Average</b>
<b>AJ 30</b>	60.7%	59.2%	51.8%	57.2%
<b>AJ 58</b>	84.2%	92.8%	88.4%	88.5%
<b>AJ 64</b>	85.7%	76.2%	85.2%	82.4%
<b>AJ 80</b>	79.0%	74.6%	77.4%	77.0%
<b>AJ 81</b>	57.1%	100.0%	78.4%	78.5%

Success (passing grade) in Correction Standards and  
 AJ 30 Firearms Training  
 AJ 58 PC 832 Law Enforcement Course  
 AJ-64 Basic Corrections Officer Academy  
 AJ 80 Level III Modulated Basic Course  
 AJ 81 Level II Modulated Basic Course



Table II- 9. Exams Passed, Certified Nursing Assistant

CERTIFIED NURSING ASSISTANT												
Test Type	2008			2007			2006			2005*		
	Taken	Pass	%	Taken	Pass	%	Taken	Pass	%	Taken	Pass	%
Skills	33	32	97.0%	61	49	80.3%	78	65	83.3%	11	10	90.9%
Written	31	29	93.5%	56	56	100.0%	71	66	93.0%	11	10	90.9%
<b>TOTAL</b>	<b>64</b>	<b>61</b>	<b>95.3%</b>	<b>117</b>	<b>105</b>	<b>89.7%</b>	<b>149</b>	<b>131</b>	<b>87.9%</b>	<b>22</b>	<b>20</b>	<b>90.9%</b>

\*Awaiting additional reports for 2008 ordered from NNAAP from Pearson Vue.

Table II- 10. Exams Passed, EMT-Basic

EMERGENCY MEDICAL TECHNICIAN-BASIC			
	2007	2008	Average
First attempt pass	53%	56%	54.5%
Cumulative pass 3 attempts	65%	65%	65%
Cumulative pass 6 attempts	67%	66%	66.5%

Nationally First Attempt 2007 = 70% (NREMT Annual Report 2007)

Table II- 11. Exams Passed, Phlebotomy

PHLEBOTOMY												
Testing	2005			2006			2007			2008		
	Pass	Fail	Avg Score	Pass	Fail	Avg Score	Pass	Fail	Avg Score	Pass	Fail	Avg Score
1st Time	86.7%	13.3%	77.1%	81.7%	14.3%	77.4%	78.0%	22.0%	76.1%	79.0%	21.0%	76.0%
2nd Time	61.5%	38.5%	72.6%	62.5%	37.5%	68.0%	50.0%	50.0%	68.0%	100.0%	0.0%	77.5%

Table II- 12. Exams Passed, Registered Nursing

REGISTERED NURSING						
NCLEX-RN	2005/2006		2006/2007		2007/2008	
	Tested	Pass	Tested	Pass	Tested	Pass
	76	86.8%	67	88.1%	69	95.7%

National Council of State Boards of Nursing, Inc. (NCSBN) develops and administers the National Council Licensure Examination for Registered Nurses (NCLEX-RN®).

Table II- 13. Exams Passed, Respiratory Therapy

RESPIRATORY THERAPY									
Exam	2005		2006		2007		2008		Average
	Tested	Pass	Tested	Pass	Tested	Pass	Tested	Pass	
CRT	14	100%	23	87%	15	100%	5	100%	96.8%
CSE	5	100%	10	90%	7	85.7%	NA		91.9%
RRT	6	83.3%	11	81.8%	8	87.5%	NA		84.2%

Certified Respiratory Therapist (CRT)  
 Clinical Simulation Exam (CSE)  
 Registered Respiratory Therapist (RRT)

The Registered Respiratory Therapist exam is two parts: RRT written and CSE Clinical simulation exam.

The RRT is a higher level of testing and subsequent pay level.

Our program is set up as an RRT program.

**Evaluation, Standard IIA-5**

In recent years, all occupational programs have been engaged in the development of SLOs. Over the next several years, programs will begin assessment of their SLOs to gauge overall student performance and the program’s success in preparing students for employment. For programs that have specialized accrediting agencies, the evaluation of a student’s preparedness for licensure or employment occurs through a combination of preparatory exams and licensure exams. For example, in the vocational nursing program, the first measure of student preparedness for licensure is successful demonstration of course objectives as distinguished from course student learning outcomes. To achieve this, students are required to take standardized tests composed of validated questions at the end of specific instructional units. The exams measure the students’ abilities to pass a standardized competency exam similar to the licensure exam. If the students do not pass the standardized tests, a remediation plan is required to help prepare for the licensure exam.

In addition to using standardized exams and board licensure pass rates as a measure of the students’ preparedness for professional practice, accredited programs use input from their advisory boards. Staff from community facilities serve as members of the advisory board and provide formal feedback on the quality of students and their preparedness for practice on an annual basis or more often as needed. Vocational nursing program faculty members who work in the community also observe past students at work and receive ongoing feedback from community facilities.

*IIA-6. The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degrees and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section students receive a course syllabus that specifies learning outcomes consistent with those in the institution's officially approved course outline.*

*IIA-6a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.*

### **Description**

The College's website provides students with easy and convenient access to the College catalog, schedule, department information, student learning outcomes and more. The College catalog is the principal source of information for students and prospective students regarding educational courses and programs. The catalog contains information on degrees, certificates and courses available to students providing descriptions and requirements. Through the Bridge Program counselors meet with prospective high school students to advise them on their educational goals. Counselors also meet with current students to assist them in developing an educational plan.

Student learning outcomes are also available to students on the syllabus given out on the first day of class (Item IIA-44). Faculty are required to submit a syllabus to their respective Dean and the documents are maintained on record in the dean's office.

The College Catalog and class schedules clearly indicate which classes are eligible for transfer to California State University and University of California. Counselors are available to aid students in understanding transfer-of-credit policies and students are encouraged to speak to counselors at the beginning of their enrollment at the College. According to Board Policy 4050 (Item IIA-36),

“The Superintendent/President shall establish procedures that assure appropriate articulation of the District's educational programs with proximate high schools and baccalaureate institutions. The procedures also may support articulation with institutions, including other community Colleges and those that are not geographically proximate but that are appropriate and advantageous for partnership with the District.”

The College has articulation agreements with multiple schools including UC Riverside and California State University, San Bernardino (Item IIA-37). For other California community Colleges in our region, many courses have also been articulated (see Region 9 Course Matrix; Item IIA-38) through the efforts of our articulation officer in regional meetings. These agreements direct the policies regarding transfer. The College has a Transfer Center and provides counseling for students to help them understand the transfer process and the appropriate

classes which are needed for the students to achieve their educational and career goals. This year, college transfer applications have increased by 33%. The College is considering the construction of a One Stop Center for admissions and records, transfer, counseling, financial aid, DSPS, EOPS and other basic student needs in order to provide a comprehensive center with effective interdepartmental communication to simplify the process for students.

*IIA-6b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.*

**Description**

If a program is to be discontinued pursuant to the related administrative procedure (Item IIA-39), the College assesses the number of students needing to complete the program and will make arrangements that will allow those students to complete their required classes before completely eliminating the program. The College also allows students to petition for a change in graduation requirements so that they can still earn their associate degree if a class or a particular aspect of their program is eliminated.

*IIA-6c. The institution represents itself clearly, accurately and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.*

**Description**

The College catalog and website are a student's main source of information regarding the College. The catalog contains information regarding all degrees and certificates awarded for each area of study including course descriptions, requisites, and student units awarded for all courses. The catalog and schedule are available online at [www.vvc.edu](http://www.vvc.edu). The College's website presents in-depth information for both prospective and current students as well as the public and College personnel. The website is maintained by the College Webmaster who continuously updates the site. The Vice President of Instruction and Student Services collaborating with the Catalog Committee reviews the catalog annually. This committee also continuously reviews policies, procedures and publications related to class offerings. The board reviews institutional policies and procedures annually.

The Office of Instruction and Student Services is responsible for collecting, organizing and preparing all information for publication in the catalog and schedule of classes. Department chairs and division deans are responsible for providing information for course scheduling.

Accuracy and clarity of content in all printed material is extremely important to the College. This accuracy is obtained by reviewing multiple drafts prior to each publication.

The College's website provides a wide-range of information on academic programs, departments, degrees and certificates as well as student services, the library, staff Directory and other relevant links. The College publishes the schedule of classes twice a year for the summer/fall and winter/spring semesters. The schedule is sent out to registered students and residents in the service area. The class schedule is also online and downloadable for better student access.

There are also several brochures the College publishes each year in order to describe and advertise various programs—like the College catalog and schedule of classes; these brochures are sent by mail to prospective students. Any other special campus events such as workshops, plays, and musicals are also advertised by mailers, e-mail, and the College website.

New student orientation is also provided every semester for incoming students. During the orientation the students receive a Student Handbook as well as other materials, including financial aid information, a map of the campus, information on Student Services such as DSPS and EOPS and information on all programs. Students may also pick this information up in the Student Services department all year long.

### **Evaluation, Standard IIA-6**

**Standard IIA-6a:** The College catalog is a comprehensive, well-maintained document that is readily accessible to students in paper format and on the College's website for ease of access. The College meets the requirements for this standard by providing information on transfer-of-credit, certifying learning outcomes for transferred courses are comparable to the College's courses, and providing articulation agreements with California State University, San Bernardino and University of California, Riverside.

**Standard IIA-6b:** The College has a clearly defined administrative procedure that delineates program discontinuance processes. The College adheres to the board policy when considering discontinuance. If a program is discontinued the College will make arrangements for students who are already enrolled in the program to complete their education in a timely manner.

**Standard IIA-6c:** Ultimately the Office of Instruction and Student Services has primary responsibility for all College publication as well as the content on the College website. There are division websites, and faculty are given the ability to post course material on their personal web pages. The Webmaster must first approve any changes to the content of faculty websites.

*IIA-7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public Governing Board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or worldviews. These policies make clear the institution's commitment to the free pursuit a dissemination of knowledge.*

*IIA-7a. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.*

**Description**

According to Board Policy 4030, academic freedom in relation to teaching duties is fundamental and essential to the teaching profession:

1. Teachers must be free to teach and students free to learn. Both must have access to and be free to explore and discuss issues and divergent points of view. Both must be free to form, hold, and express judgments and opinions, responsibly identifying them as such. The profession must defend itself and its members from any abridgment of academic freedom.
2. Teachers must have the responsibility for developing curriculum and selecting instructional materials and methods to meet the goals of that curriculum. Teachers and Board of Trustees must develop procedures to be followed when there are criticisms/objections to methods or materials. The content of instruction must be judged and controlled by skilled professionals without undue interference by any individual or group. Individuals or groups, which seek to inhibit academic freedom, must not have influence over the hiring, firing, promotion or due process rights of teachers.
3. The same policies and protections applied to full-time teachers apply also to part-time and temporary teachers.
4. Teachers must be free to evaluate, criticize, and/or advocate personal points of view concerning educational matters in the classroom. Teachers must not be restricted when assisting their colleagues in the event their academic and/or professional freedoms are violated.
5. Teachers must be employed, promoted, or retained in relation to their teaching abilities and performance without discrimination or harassment regarding their personal opinions or their scholarly, literary, or artistic endeavors. The presence during class of any individual or organization whose intent is to decide or determine what is accurate or inaccurate inhibits academic freedom.

Faculty at the College are guided by the Statement on Professional Ethics which was adopted by the Academic Senate on August 11, 1991. As stated in this document, faculty are “to seek and state the truth as they see it,” and “practice intellectual honesty and exercise critical self-discipline and judgment in using, extending, and transmitting knowledge.” This statement also asserts that:

- Professors demonstrate respect for students as individuals and adhere to their proper roles as intellectual guides and counselors.

- They respect and defend the free inquiry of associates, even when it leads to findings and conclusions that differ from their own.
- They promote conditions of free inquiry.

Faculty responsibilities in the Faculty Handbook (Item IIA-41) compel faculty to "Avoid slanderous, libelous, fallacious or defamatory remarks about any student, staff member, or administrator" and to "Present material to students without distortion" and within limits, "Give all relevant points of view a fair hearing."

The Code of Ethics of the Educational Professional adopted by the faculty affirms the following commitments to students and to the profession:

- to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.
- to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons (Item IIA-51).

*IIA-7b. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.*

### **Description**

Board Policy 5500 (Item IIA-42) states that students will be disciplined for "Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty." Administrative Procedure 5220(a) (Item IIA-43) defines the procedures for student discipline. According to both the College catalog and student handbook: "Any student found guilty of misconduct...will be suspended from the College for at least one semester."

The term "cheating" includes, but is not limited to:

- Use of any unauthorized assistance in taking quizzes, tests, or examinations; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments, or acquisition, without permission, of tests or other academic material belonging to a member of College faculty or staff.
- Cheating, plagiarism (including plagiarism in a student publication), or engaging in other academic dishonesty... includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

In addition these policies, the College has also provided faculty with access to academic honesty verification websites and programs such as Turn It In.com in order to authenticate student academic honesty. Faculty members are also encouraged to bring students' attention to academic honesty issues by including Board Policy 6080 in their syllabi and discussing it in their class lecture.

*IIA-7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.*

### **Description**

The College does not attempt to instill specific beliefs or worldviews beyond that of cultural diversity as appears in the mission statement and general academic standards, such as academic honesty.

### **Evaluation, Standard IIA-7**

**Standard IIA-7a:** The College has policies and procedures in place for faculty to understand the difference between personal conviction and the accepted views of the discipline. Faculty understand that while they are allowed the academic freedom to present their views, they must also present data and information fairly and objectively in order to allow students to use critical thinking to make their own conclusions.

**Standard IIA-7b:** The College provides students and faculty with clear expectations for academic honesty and consequences for academic dishonesty.

**Standard IIA-7c:** This standard does not apply to the College.

*IIA-8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.*

### **Description**

This standard does not apply to the College.

### **Summary of Opportunities for Improvement, Standard IIA**

There is a need to resolve the conflict about what constitutes faculty responsibility for assessment, specify the expectations for supporting effective assessment practice on the part of faculty and administration, and move quickly to institutionalize assessment data management,



sound analysis of that data, and regular, productive dialogue about quality improvement of teaching and learning across the College.

There are examples of course-level and program SLO assessment across campus, but the College has no systematic means of documenting the dialogue and action resulting from such assessment activities. Moreover, faculty have yet to discuss an assessment schedule or to develop and operationalize a College-wide plan for assessment, and the College has not begun to explore its options for managing assessment data. Disagreement over the nature and scope of faculty responsibility for assessment must be resolved quickly in order to move the College from its late development stage of assessment practice toward proficiency in SLO assessment.

### **Planning Agenda, Standard IIA**

By January 2012 the Superintendent/President will identify processes to support discussion of assessment data and the use of assessment to improve teaching, learning, and service. Such processes should include quality training of faculty, staff, and administrators, as well as software to facilitate the collection, management, analysis, and constructive use of assessment data (Standard IB-3, IIA-1 and IIA-2).

### **Evidence in Support of Standard IIA**

- Item IIA-1. [Board Policy 1200, District Vision, Values, Mission, and Goals](#)
- Item IIA-2. [Board Policy 4000, Standards of Educational Excellence](#)
- Item IIA-3. [P.R.A.I.S.E. Documents](#)
- Item IIA-4. [Annual Report, 2009](#)
- Item IIA-5. [Online Classes @ VVC](#)
- Item IIA-6. [Online Classes @ VVC, Student Readiness Survey](#)
- Item IIA-7. Curriculum Committee Agenda and Minutes
- Item IIA-8. College planetarium Website
- Item IIA-9. [Administrative Procedure 4025, General Education Student Learning Outcomes](#)
- Item IIA-10. [Administrative Procedure 4000, Sustaining Standards of Educational Excellence](#)
- Item IIA-11. Campus Climate Survey 2010
- Item IIA-12. [Board Policy 4035, Academic Collegial Consultation](#)

- Item IIA-13. [Career and Technical Education Programs Advisory Council Handbook](#)
- Item IIA-14. [CTE Program Meeting Notes](#)
- Item IIA-15. [Syllabus for GUID 107, Learning Strategies and Study Skills](#)
- Item IIA-16. [Syllabus for GUID 70, Alternative Learning Strategies](#)
- Item IIA-17. [Board Policy 1202, Institutional Effectiveness](#)
- Item IIA-18. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- Item IIA-19. [Program Review Division Summaries](#)
- Item IIA-20. [Program Review and Budget Development Training, Administrators Edition](#)
- Item IIA-21. [Program Management Flowchart](#)
- Item IIA-22. [CurricUNET @ VVC](#)
- Item IIA-23. [Administrative Procedure 3250, Institutional Planning Systems](#)
- Item IIA-24. [Faculty SLO FAQ & training schedule](#)
- Item IIA-25. [Agreement with Victor Valley College Faculty Association, California Teachers Association, Chapter 1169, CCA/NEA](#)
- Item IIA-26. [Board Policy 4025, Philosophy and Criteria for Associate Degree and General Education](#)
- Item IIA-27. [2010-2011 College Catalog, Programs of Study](#) (page 53)
- Item IIA-28. [Global Citizenship Requirement](#)
- Item IIA-29. [Academic Senate Minutes, April 3, 2008](#)
- Item IIA-30. [Academic Senate Minutes, June 3, 2010](#)
- Item IIA-31. [Academic Senate Approved Documents](#)
- Item IIA-32. [Student Learning Outcomes Assessment FAQs](#)
- Item IIA-33. [Senate-approved definitions of course modes of delivery](#)
- Item IIA-34. [Senate-approved SLO Assessment Report form](#)
- Item IIA-35. [2010-2011 VVC Catalog](#)
- Item IIA-36. [Board Policy 4050, Articulation](#)

- Item IIA-37.      Articulation Agreements (UCR and CSUSB)
- Item IIA-38.      Region 9 Course Matrix
- Item IIA-39.      Administrative Procedure 4020, Process for Program Discontinuance
- Item IIA-40.      Board Policy 4030, Process for Program Discontinuance
- Item IIA-41.      VVC Faculty Handbook
- Item IIA-42.      Board Policy 5500, Standards of Conduct
- Item IIA-43.      Administrative Procedure 5220(a), Student Discipline Procedures

## **Standard IIB. Student Support Services**

*The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.*

*IIB-1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.*

### **Description**

The College offers a variety of comprehensive student services including: Admissions and Records; Assessment; Athletics; CalWORKS; Career and Transfer Center; Child Development Center; Counseling; Disabled Student Programs and Services; Extended Opportunity Programs and Services (EOPS); Cooperative Agencies Resources for Education (CARE); Financial Aid; Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR-UP); K-16 Bridge Program; Student Employment; Student Support Services (TRIO); Upward Bound Program (TRIO); Upward Bound Math and Science Program (TRIO). Student services managers are provided training in preparation and planning for the Program Review, Allocation, and Institutional Strategies for Excellence (P.R.A.I.S.E.) report (See P.R.A.I.S.E. Workshop Training document). The P.R.A.I.S.E. Report process provides the method for evaluation and enhancement of Student Service Services areas to identify areas in need of improvement and those demonstrating successful performance in meeting ongoing student needs to validate that services effectively meet student needs. Specific student support service areas are subject to state and federal reviews, audits and compliance with the reporting of regulatory and statistical student outcomes.

All student support services areas are committed to student success, whether the student support services are provided directly or indirectly to students. Admissions and Records supports student learning with essential augmentation to the registration process. Students have access to register for classes through the online Web-Advisor registration system and the opportunity to be added to a class waitlist for closed class sections using the authorization code process. Direct support for student learning is also provided by the Assessment Center and the Career and Transfer Center. Financial Aid supports student learning by providing financial resources to defray the costs for classes and materials and reduce financial challenges so that students can focus on their academic studies.

EOPS, CalWORKS and DSPS programs assist students to focus on their academic studies by providing access to priority registration, special testing accommodations, counseling, book vouchers and childcare assistance. Upward Bound and Upward Bound Math and Science Programs and GEAR-UP also serve to demystify the complex educational process and foster a College-going culture for students. These programs provide students access to additional tutoring and counseling services; supplemental instruction; summer enrichment programs and academic incentives.

The K-16 Bridge Program (Item IIB-1) is a collaborative outreach program serving as a partnership to the High Desert high schools and middle schools. The goal of the K-16 Bridge Program is to have all high school students enrolled in College before graduation. The K-16 Bridge Program has increased the number of high school students who have access to College information and early matriculation services; preliminary research demonstrates good retention rates for that cohort of students (Item IIB-4). The program supports and further accomplishes the statewide matriculation goals of providing access to the College for all students; assessing students at off-site locations; providing online orientation; counseling and advising; monitoring students' academic progress; providing training for staff, faculty and administrators; ensuring coordination; conducting meaningful matriculation research; and ensuring that students know their rights and responsibilities in the College environment. Through the K-16 Bridge Program, students have equitable access to information about College options and careers; as well as simplifying the application, assessment, and enrollment processes. The K-16 Bridge Program has also made significant progress toward the College's student equity goals. As articulated in the College's Student Equity Plan (Item IIB-5) and its Basic Skills Initiative, there is a critical need for the College to serve its underprepared student population. In November 2008, the K-16 Bridge Program was recognized by the California Community College Chancellor as a model program for all other community colleges throughout the State.

*IIB-2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:*

*IIB-2a. General Information:*

- *Official Name, Address(es), Telephone Number(s), and Web Site*
- *Address of the Institution*
- *Educational Mission*
- *Course, Program, and Degree Offerings*
- *Academic Calendar and Program Length*
- *Academic Freedom Statement*
- *Available Student Financial Aid*
- *Available Learning Resources*
- *Names and Degrees of Administrators and Faculty*
- *Names of Governing Board Members*

### **Description**

Students are provided a catalog with wide-ranging, defined, correct and current information. The catalog is updated and published annually. The College catalog can be accessed in two ways: a hard copy which can be purchased at the Rams' Bookstore or an online version accessed through the College website at [www.vvc.edu](http://www.vvc.edu). The College's official name, address, telephone number and web site address are listed on the back cover of our catalog and are easy for students to see.

The catalog enables students to gain accurate and precise information about the College regarding the availability of its course, program, degree and certificate offerings. A section of the catalog called "Moving On" gives students the requirements needed to earn certificates, degrees or transfer to a university. The "Programs of Study" area is dedicated to the individual certificates and degrees that the College offers and the requirements needed to complete each one. Courses and their descriptions are also laid out in the catalog listed under Course Descriptions.

The catalog also gives the mission of the College as well as the vision, values and goals pursuant to Board Policy 1200 (Item IIB-13). The catalog has an academic freedom statement that states in part that academic freedom "promotes the free exercise of intelligence and student learning." The academic calendar informs students when a term begins and ends, dates of holidays, grade submission deadlines, College recesses and the date of our annual commencement ceremony. A section of the catalog provides information of the various types of student financial aid offered ranging from grants, scholarships and loans which assist students as a way to assist in financing their education.

There are many learning resources available to students on campus and information is provided in the catalog. The learning resources that are described are Disabled Students Programs and Services (DSPS), Language Lab, tutoring, library, the Writing Center, and the Communications

Lab. These learning resources are outlined with the specific services that are offered, location of services, contact information and, in some cases, hours of operation.

The catalog also lists the names and degrees of College administrators and faculty. Additionally, the name of the college or university where their degree was earned is also given. Board of Trustees members' names are not included in the most recent catalog but are available from the College website (Item IIB-9) and in the class schedule (Item IIB-14).

*IIB-2b. Requirements:*

- *Admissions*
- *Student Fees and Other Financial Obligations*
- *Degree, Certificates, Graduation and Transfer*

**Description**

Admission eligibility and residency requirements are outlined comprehensively in the catalog. These requirements are governed by the laws of the state of California as well as regulations that have been implemented by the Board of Trustees.

The catalog explains the essential information regarding student fees and other financial obligations for students. Enrollment fees, nonresident tuition, nonresident tuition waiver, and other mandatory and optional fees are specified. In addition, refund of fee policies, textbooks and small supply information is outlined.

The catalog (Item IIB-6) outlines the degree, certificate, and graduation and transfer information completely and comprehensively. The requirements for associate degrees, certificates of achievement (18 or more units), certificates of career preparation (less than 18 units) and transfer requirements to four-year universities are detailed in the catalog and give students a wealth of information that will assist them with planning for the future and help them to outline a timeline for certificate and degree completion.

*IIB-2c. Major Policies Affecting Students:*

- *Academic Regulations, including Academic Honesty*
- *Nondiscrimination*
- *Acceptance of Transfer Credits*
- *Grievance and Complaint Procedures*
- *Sexual Harassment*
- *Refund of Fees*

**Description**

The section of the catalog titled “Managing your Education” references most of the academic regulations and academic honesty policies of the College. These policies are clearly outlined and

defined for students to access and refer to as needed. Students will find the nondiscrimination policy, student grievance and complaint procedure, sexual harassment, and refund of fees policies defined in the catalog as well. These policies are reviewed frequently and remain current as the catalog is published on an annual basis.

*IIB-2d. Locations or publications where other policies may be found*

**Description**

As noted above, most academic regulations and policies can be found in the College catalog and website. In addition to the catalog, policies can be located in the President's office, Vice President of Instruction and Student Services office, in the Admissions and Records office, on the the College website and in the student handbook.

*IIB-3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.*

*IIB-3a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.*

**Description**

The College offers a comprehensive range of student services that reflect its diverse student population. Admissions and Records, Registration, the Bursar's office, Financial Aid and the Assessment Center are open five days a week. The Admissions and Records, Registration, the Bursar's office and the Financial Aid office are generally open Monday-Tuesday 8:30 am-7:00 pm and Wednesday-Friday 8:30 am-4:30pm. The Assessment Center provides walk-in service for students to accommodate their testing needs. In addition, local feeder high schools whose staff have been trained and certified as proctors provide testing at their own campuses. In the Summer of 2010, during their peak testing time, the Assessment Center used a block schedule format for students Monday-Wednesday, with walk-in access on Thursdays. General counseling services are also open at 8:30 am five days a week (Monday-Thursday until 7:00 pm and Fridays until 5:00 pm).

Most services have been consolidated into two buildings for student convenience and are fully accessible and well-marked. Such services as the registration and admissions application process may also be accessed online, allowing students greater flexibility, and providing shorter lines and better quality for students who feel more comfortable registering on-campus. English as a Second Language (ESL) and placement assessment serve non-English speaking students in the Assessment Center, which also administers placement tests to get students into the classes that will optimize their educational experience. EOPS and DSPS provide help and services for



disadvantaged students. The Student Handbook provides supplemental information that helps them access necessary services.

*IIB-3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.*

**Description**

Co-curricular activities such as teams, clubs, and academic organizations help students to hone their skills and meet with like-minded students, faculty, and staff. These provide students enjoyment and social opportunities that enhance their work in classrooms and laboratories by broadening their experience, and gives them a chance to excel at activities that are not evaluated by a grade. The College has 14 athletic teams that participate in the Foothill Athletic Conference. It supports 18 clubs, academic organizations, local and national support organizations, and a student newspaper. Athletics have taken great strides at the College. The teams place consistently in the top half of the Foothill Conference, and basketball and football have often played in post-season. One of the baseball coaches won the 2010 Howard W. Lowder award given to the most improved baseball program in the conference. The Associated Student Body was recognized as Community College of the Year in 2004 and has repeated that honor over the past several years.

The Model United Nations club (MUN) has just advanced to program status. MUN has gone to the annual conferences in Washington, D.C. and New York for the last six years, competing against more than 3,000 students from over 190 institutions, including top universities; MUN has scored in the top 5 percent, one year outscoring Harvard. Students from MUN have transferred to such universities as UC Berkeley.

Biology students have conducted research in East Timor for several terms under the guidance of one of the College's biology professors. The successes of the program and the depth of the research have caused the East Timor government to designate the College as the only academic institution to conduct biological research in East Timor. In addition, the research has been archived in The Smithsonian Institute.

*IIB-3c. The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.*

**Description**

The College has nine full-time and several part-time general counseling faculty. For the nine general counselors, the current student to counselor ratio is about 1100:1, whereas the CCC Board of Governors recommends a ratio of 370:1. Two years ago, the department hired an

additional counselor who handles standard counseling duties but has a special focus on running the Transfer Center and coordinating with services offered in the Career Center. The Transfer Center fills the need of linking with universities and campus transfer organizations such as the Honors Program.

Counseling faculty members are committed to helping students achieve their educational and career goals. Whether students wish to take one course, earn a certificate or an associate degree, or transfer to a four-year College or university, counselors are available to help them clarify goals and discuss personal issues in confidence. The Counseling Department is centrally located in a prominently visible building near the main entrance of campus. Upon application to the College, students are directed to make this office one of their first steps. New Student Orientation is scheduled through the Counseling appointment desk. Most orientation sessions are facilitated by specially trained staff, but counselors may assist with this function, especially in peak enrollment seasons.

A significant number of students attending the College live too far away from campus to reasonably commute to the Counseling Center for their planning. For those students and others who prefer the convenience of web-based help, online advisement is available via email where counselors can answer questions about individual graduation requirements and more.

Many of the counselors teach guidance courses and all of them conduct workshops to serve students with their personal, educational and career growth. Counselors also help students by sharing student perspective with College policy makers; they participate in important College-wide committees, such as the Senate and the Curriculum Committee in which decisions that impact students are sometimes made and where counselors can provide input from their interaction with students. Transfer and Articulation function counselors help students by bridging College courses to those at the University of California, California State University and private Colleges nationwide.

Students are given the opportunity to voice their opinions about their counseling experiences on a survey form obtained at the counseling reception desk. Guidance course instructors are also rated by students through a survey process. The Counseling Department chair has reported in recent P.R.A.I.S.E. reports that student satisfaction overall for the one-on-one counseling function as well as classroom instruction has been good, in spite of the unfavorable student-to-counselor ratio and other budget-related reductions. The department chair and her designees also conduct training and update sessions for high school personnel who assist in the advisement of the K-16 Bridge Program so that there is some level of continuity between information delivered to high school seniors in the program and the guidance they receive upon matriculation at the College.

*IIB-3d. The institution designs and maintains appropriate programs, practices, and services that support and enhance student understanding and appreciation of diversity.*

**Description**

The College has a diverse student body, which is reflected in a variety of clubs and organizations. For four years, the College has established a Puente program, which focuses, though not exclusively, on Hispanic students' process of completing associate programs and transferring to four-year institutions. The College has many events that celebrate local, regional, and national diversity, such as Culture Craze. It is sponsored by the Diversity Committee, and it brings to the College outside vendors to celebrate the foods of many cultures. The English as a Second Language department (ESL) has an annual recognition ceremony, at which students present their original writing.

*IIB-3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.*

**Description**

The admissions department of the College re-evaluates admissions procedures as a practice of matriculation, which is on a six-year cycle. The College has used an online application process for many years, but also made available to students a paper application. The transition from paper application to applying for admissions online has given students greater access to the application process. Most students now use the online application as the method for completing the admissions process. We accommodate special needs and ESL students when a paper application is needed to complete the process.

Placement services have long depended on standardized testing, but the English department has recently tested and brought into practice Accuplacer, an assessment program that requires students to write an essay for placement into classes, thus providing a closer assessment of the skills students would actually use in the composition classes that comprise most of the institution's curriculum. Standardized tests have a tendency to bias results in the favor of more affluent students who are more familiar with the cultural slant from which the tests derive; having students write enables the school to more accurately place students based on their actual abilities.

*IIB-3f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.*

**Description**

Within the last two years, the College has transferred all its student records into a document-imaging system and is scanning current documents into digital form. This has given the College a greater emphasis on green technology and allowed it to securely store sensitive material. The College has established multiple firewalls to protect the integrity of security systems. A Student

Record/Directory Information notice is published in the catalog which refers to the Federal Family Education Rights and Privacy Act (FERPA; Item IIB-7). This act protects the privacy of student records. FERPA regulation policies are followed and can be found in the Admissions and Records office and the Office of the Dean of Student Services. Only students may access their matriculation information through personal passwords; passwords for faculty, staff, and administration personnel are also unique.

*IIB-4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

### **Description**

The College evaluates student services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement. All student services areas are provided training in preparation and planning for the Program Review, Allocation, and Institutional Strategies for Excellence (P.R.A.I.S.E.) report (Item IIB-11). The P.R.A.I.S.E. Report process provides the method for evaluation and enhancement of Student Service Services areas to identify areas in need of improvement and those demonstrating successful performance in meeting ongoing student needs to validate that services effectively meet student needs. The P.R.A.I.S.E. Report process was designed to be conducted annually, and all student services managers attended P.R.A.I.S.E. training; however, not all Student Support Services areas participated in the P.R.A.I.S.E. process.

Additionally, specific student support service areas, such as EOPS, DSPS and the federally funded grant programs are also subject to additional state and federal reviews, audits and compliance with the reporting of regulatory and statistical student outcomes.

### **Evaluation, Standard IIB**

Despite an enrollment surge in the midst of a funding decline, the College continues to provide services aimed at helping its students meet their learning objectives. Utilizing technology to improve efficiency and convenience for students (especially avoiding standing in long lines of the past), the College has recently activated paperless class add registration. Students are no longer required to stand in line at the Admission and Records window in order to submit an instructor's signed add slip; they simply acquire an authorization code from their instructors that can be entered on the web-based registration system to unlock a class that was previously filled to capacity.

The success contract component of a larger system for student early alert is now in place. For students in jeopardy of academic or progress dismissal, the College places a hold on their term registration. They receive a letter that encourages them to seek consult with a counselor to

complete a contract of success oriented intervention strategies for the upcoming term. This process helps ensure that at risk students are taking goal-appropriate courses, identifying personal barriers and learning about techniques used to overcome them prior to registration.

Understanding that funding challenges have put us in a position of serving more with less, the College has been successful in making accessibility a priority. Grant funded services are especially making the most of their opportunities to take the College to the community. Title V-HSI grant enabled staff outreach to students across the service area, offering workshops and satellite classes at the Downtown Center, located near neighborhoods where cross-town transportation barriers could, otherwise, pose a challenge to student success. The Bridge Program continues to be a model for providing access to prospective College students; high school students learn about College life and how to be successful here long before they fully matriculate at the College. Bridge Program staff partner with and train high school staff to offer workshops aimed at facilitating a seamless transition to College.

Counseling, EOPS/CARE, DSPS, Puente, CalWorks, Title V-HSI, Transfer Center, Career Center, Financial Aid and the other Student Services departments offer various in-person workshops and excursions on topics designed to foster academic and personal well-being, but a segment of our population is not suited for these face-to-face services. For students who need it, counseling advisement is available by email to [counselor@vvc.edu](mailto:counselor@vvc.edu). Similarly, a live window encounter is no longer a necessity for many financial aid students, as the Financial Aid office posts important communications on each student's secure web-based registration menu page (WebAdvisor). The Financial Aid department also updates its webpage regularly, providing FAQ's and links to information students need. Internet saavy students needing information and forms are often able to save a special trip to campus for Admissions and Records business, too.

The P.R.A.I.S.E. Report process is an effective method for assessing the quality of Student Support Service areas. The Student Support Services areas are committed to student success and to the improvement of service delivery to students. Administrative Procedure 3250, the institutional planning policy and procedure, is in the development process and will serve as the policy to standardize implementation of the P.R.A.I.S.E. Program Review process for all departments.

### ***Summary of Opportunities for Improvement, Standard IIB***

Pre-term interventions like the "Success Contract" and mid-term progress reports like those used in the special population programs (EOPS/CARE, Puente, for example) offer another layer of learning support that warrant further study to determine whether completion, grade average and persistence do indeed improve. Additionally, the processes themselves also need to be evaluated to determine whether improvements are needed.

### **Planning Agenda, Standard IIB**

The Division of Student Services will expand the Early Alert program to improve student progress, persistence, and success by enabling an electronic request by faculty for early support intervention no later than August 2011 and completing the implementation and evaluation of the "Success Contract" by January 2012 (Standard IIB-1, IIB-4).

## Evidence in Support of Standard IIB

- Item IIB-1. [K-16 Bridge Website](#)
- Item IIB-2. [The Campaign for College Opportunity Website](#)
- Item IIB-3. [Bridge Cohort 2008 in Annual Report 2009](#)
- Item IIB-4. [Student Equity Plan, September 2008](#)
- Item IIB-5. [2010-2011 College Catalog](#)
- Item IIB-6. [AACRAO's FERPA Guide](#)
- Item IIB-7. [VVC Student Handbook, 2009](#)
- Item IIB-8. [Student Services Website](#)
- Item IIB-9. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- Item IIB-10. [P.R.A.I.S.E. Website](#)
- Item IIB-11. [Division Summary Template](#)
- Item IIB-12. [Board Policy 1200, District Vision, Mission and Values](#)
- Item IIB-13. [Class Schedule, Spring 2011](#)

## **Standard IIC. Library and Learning Support Services**

*Library and other learning support services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.*

### **Description**

#### ***Library***

Centrally located on the upper campus, the College library provides a diverse collection of print, electronic and media resources and computer technology to meet the academic and vocational needs of on-campus and distance learning students. Built in 1997, the 29,886 square feet facility seats approximately 300 library users through a combination of tables, study carrels and casual seating arranged throughout two floors. The library's resources include an extensive collection of printed reference and circulating books, online databases, selected print periodicals, multimedia, and 34 Internet accessible computers. The online catalog and library databases can be accessed through the library's web page; a username/password is required to log in to subscription databases from off-campus. The library makes an essential contribution to student learning and academic success through its information competency program, which is a general educational learning outcome for the associate degree, bibliographic instruction sessions, and individual teaching through reference interactions.

#### ***Learning Support Services***

The College offers a broad spectrum of learning support services (LSS) including tutors, an open access computer center in the Advanced Technology Center (ATC) Mall and subject specific learning laboratories with dedicated technology, materials and staffing. LSS include: Allied Health Lab; Basic Skills Lab; Business Education Technology (BET) Lab; English as a Second Language (ESL) Lab; Blackboard/WebAdvisor Help Desk; Language Lab; Math Lab; Tutoring Services; Writing Center; and the ATC Mall. With the exception of the Language Lab (located in Building 30), all other student learning support services are strategically located in the new Advanced Technology Center (Building 21).

The ATC Mall houses 98 PC computers devoted to general student use. Each computer is equipped with the Microsoft Office suite. Many computers are equipped with course specific software to support academic departments including ADAM (anatomy/physiology), Peachtree (accounting) and Maple (math). Additionally, many computers are equipped with direct links to

ALEKS and CourseCompass web-based math support software. Six MAC computers are equipped to support digital art and computer integrated design courses. Four ADA work stations are equipped with specialty assistance software.

*IIC-1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.*

*IIC-1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.*

### **Description**

#### ***Library***

The institution supports the quality of its instructional programs by providing library resources, funding and personnel to meet student learning and teaching needs. The library is currently staffed by two full-time faculty librarians, 1.5 full-time equivalent (FTE) adjunct faculty librarians, and six library technicians. VVC's library collection includes approximately 60,595 books, 70 print periodicals, 4,784 video and 6,139 audio recordings, and 18 periodical and reference databases. The library maintains a web site (Item IIC-1) that provides on campus and remote access to the catalog, full-text databases, research tools developed by librarians, and general information.

In accordance with the library's collection development policy (Item IIC-2,) the library provides a quality collection of books, online databases, periodicals, and media resources. Librarians select materials in a variety of formats based on relevancy to curriculum, currency, diverse viewpoints, existing collection, circulation and usage statistics, cost and recommended reviews in library periodicals. Faculty input to collection development is a result of individual contacts with instructors and a Curriculum Committee process that encourages recommendations to support new and updated courses. When new materials are processed, faculty are advised via email of new holdings in their curricular areas. New books are advertised to students through displays and occasionally through the *RamPage* student newspaper.

The library's collection includes resources in basic skills and English as a second language, as well as vocational and other lifelong learning skills. The library has an extensive collection of abridged readers used by ESL students. In the last fiscal year, funds from the Basic Skills Initiative were used to purchase multiple copies of books that are required reading for the English basic skills students; unfortunately, theft and unreturned materials are thinning this collection of basic skills readers.



A special collection of local history materials is a unique resource to students, faculty, community members, and other historical researchers.

The library houses a collection of reserve textbooks, supplemental reading and viewing materials required for classes. These reserve materials, which are provided by instructors, may be photocopied or used in the library for a 2-hour period. Usage statistics show a 42% increase in use of the library reserves between 2008-09 and 2009-10 (Item IIC-3.)

In Spring 2010 faculty and students were surveyed (Items IIC-4 and IIC-5) to assess their satisfaction with the library’s print and electronic collections. Overall, both user groups agreed that the library’s resources meet curricular and research needs, as noted in Table IIC-1 below.

**Table II- 14. Student and Faculty Satisfaction, Library Collections**

	Strongly agree	Agree	Disagree	Strongly disagree
Students: print resources meet research needs	50.5%	42.4%	7.1%	0.0%
Students: online resources meet research needs	51.0%	43.0%	4.2%	1.0%
Faculty: print resources meet curriculum needs	23.6%	70.9%	3.6%	1.8%
Faculty: online resources meet curriculum needs	29.1%	65.5%	5.5%	0.0%

The library’s “Five-Year Information Technology Plan: 2010-2015” (Item IIC-6) establishes goals related to library equipment, online information resources, instructional resources, technology infrastructure and support services. The technology plan strives to meet the information needs of the College community regardless of time or location by providing quality instructional services and programs to support student learning outcomes and the College curriculum. In summer 2010, the library migrated to the newest SirsiDynix web interface for the online catalog, called E-Library.

***Learning Support Services***

The services, equipment and materials offered in LSS labs are the product of an interactive dialogue between faculty and learning support services professionals. While this process varies by department, software in each lab is routinely evaluated to support instructional objectives.

The Allied Health Computer Lab provides computer software programs specific to each subject area of nursing. Some programs are required for courses, while others are an optional enhancement to the student learning process. All nursing students take scheduled computerized exams in the lab including the TEAS (Test of Essential Academic Skills) and the Licensed Vocational Nurse (LVN) to Registered Nurse (RN) Challenge Exams. Each semester, nursing students must also pass a computerized Math Dosage Calculation Exam. A computer practice program is available to assist students in preparing for exams. Instructional Assistants and faculty make recommendations to modify the software in response to changes in licensure requirements.

The Basic Skills Lab supports over 250 students who are enrolled in one or more basic skills courses. During this past academic year, faculty and learning support services professionals revised the software available in the lab. Current software includes *Plato*, *Skills Bank* and the *Townsend Vocabulary Placement Test (English only)* to supplement lecture courses and develop student skills. In the lab, students are assisted by faculty and an Instructional Assistant who also maintains student records and troubleshoots software issues.

The Business Education Technology program offers classes with a lecture component paired with the lab. The BET Lab is open during class meeting times. A full-time Instructional Assistant assists faculty and students with lab maintenance and upgrades to ensure that software remains current, supports curriculum requirements, and facilitates student learning.

Two ESL Labs are available to students in support of their ESL or Adult English non-credit courses. The lab houses a variety of resources, including dictionaries, textbooks, and computerized programs such as *Side by Side Interactive* and *Rosetta Stone* designed to help students at all levels improve their reading, writing, speaking, and listening skills. The Department regularly updates courses to reflect community needs. During the past academic year, the program was revised to streamline course offerings to better evaluate student progression. Faculty members make a concerted effort to integrate lab software into their lesson design. Software is evaluated in light of course changes. The Lab is open during class meeting times.

The College contracts with Blackboard to support its distance e-learning environment. Blackboard may be a component of some or all of a student's courses as either a supplement to the course, as an element of a hybrid course or as the structure for a completely online course. Students who experience difficulty may call, email or walk up to the Help Desk located in the Advanced Technology Center. In consultation with faculty and staff, the Director of MIS monitors and supervises the upgrade of the Blackboard platform and the support offered to both students and faculty.

The Language Lab provides a variety of language specific computer software programs that directly support the foreign language curriculum. These programs provide current audio and visual language recognition and pronunciation features, including built-in assessment capabilities for immediate feedback and progress assessment. Instructors may schedule classes in the lab to enhance the students' learning experience through interactive, hands-on activities. Faculty incorporate lab hours into their course syllabus. In consultation with two Instructional Assistants

who support the lab, the Foreign Language Department monitors lab software and recommends changes to ensure that it continues to effectively support student learning.

The Math Lab is currently located in the Advanced Technology Center (ATC) East mall and in room ATC - 155. Supported by a Senior Instructional Assistant and student tutors, the Math Lab offers drop-in tutoring, one-on-one tutorials, Internet assignment assistance, math computer tutorials and workshops. In consultation with learning support services professionals, Math Department faculty members select and monitor software and online applications such as *Maple*, *CourseCompass* and ALEKS. These programs, or shortcuts to online applications, are available on Math Lab computers. In consultation with the Math Department Chair, the Math Lab Instructional Assistant launched a pilot supplemental instruction workshop program to include Factor Trees, Divisibility, the Calculator, LCM, Factoring Polynomials, Percents, Radicals, and Signed Numbers (Item IIC-7.) These workshops coincide with the sequence in Math 10 and Math 50 courses.

In response to student needs, the College tutoring program strategically focuses on the development of writing and math skills. Writing Center tutors serve hundreds of students across disciplines and provide both one-on-one and small group tutoring. In response to student needs, evolving course requirements and departmental input, the Writing Center offers workshops (Item IIC-8) and handouts (Item IIC-9) that assist with the writing process.

ATC Mall tutors provide one-on-one and small group tutoring to support student learning in math courses across the sequence. Each tutor is selected based on course performance and faculty recommendation. Students may make appointments for one-on-one or small group tutoring. The hours of availability will vary by tutor, but generally support student needs during most hours of operation. The Tutor Satisfaction Survey indicates a good to high degree of satisfaction with tutoring services (Item IIC-10.)

*IIC-1b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.*

### **Description**

#### ***Library***

The library provides ongoing instruction to support information literacy through an information competency graduation requirement, class-specific bibliographic instruction sessions and individualized teaching through reference transactions.

In Spring 2008, information competency was approved as a general education learning outcome (Item IIC-11) for the associate degree. The information competency student learning outcomes include: determine the nature and extent of information needed and identify a variety of types and formats of potential sources of information; utilize research tools such as online catalogs, databases, printed indexes, reference sources, and/or the Internet to effectively locate and retrieve information resources; analyze and evaluate information for criteria including

credibility, relevancy, authority, currency, and point of view or bias; organize information and clearly communicate in order to accomplish a specific purpose; and utilize information effectively and in accordance with legal and academic standards.

In Fall 2008, the library's information competency program was implemented as a graduation requirement for the associate degree. This information competency component is embedded in the curriculum for English 101, which is also required for the associate degree. Students who do not complete English 101 at VVC are required to complete the library information competency workbook prior to graduation. The information competency program includes a 45-minute instruction session taught by a librarian in the library's instruction room, followed by a hands-on workbook that students must complete in the library. The 40-question multiple choice workbook (Item IIC-12) is designed to introduce students to research strategies and information resources in both print and electronic formats. The workbook content includes: subject searching in the library catalog to find a book and recognize the parts of a bibliographic record; differentiating between magazines, scholarly journals and newspapers; recognizing the parts of an article citation; searching an online database to retrieve a periodical article; understanding and evaluating web sites; using the Internet to find resources; using the Library of Congress classification number to locate specialized reference books, then using an index or table of contents to find information in the books; and using the MLA format to cite sources in the proper works cited format. The workbook series consists of 30 unique topics in American history, science, political science, social science and business. In the 2009-2010 academic year, 1,512 students completed the library workbook. Students typically have good success rates with accurately completing the workbook questions. For example, in Spring 2010, 705 students completed the workbook and only 4% scored less than 70% accuracy.

The library's contribution to student learning is also demonstrated by instruction sessions that teach search strategies and effective resources to help students complete research assignments. Librarians teach course specific instruction sessions (i.e. – for courses other than English 101) in a dedicated library instruction room which has a computer and data projector. These instruction sessions are designed to meet the learning outcomes for research assignments, such as: using library resources to help choose a topic and refine the research focus; using the library catalog to find books; and using an online database to retrieve scholarly journal or magazine articles. Research guides to support specific class assignments are available on the library web site and print handouts are distributed to students during instruction sessions. In the 2009-2010 academic year, librarians provided information competency instruction for 88 classes, including sociology, political science, child development, psychology, and biology.

One-on-one instruction between librarians and students is an ongoing occurrence during reference transactions. The reference desk is staffed by faculty librarians all hours that the library is open; librarians practice a pro-active or roaming reference approach to promote interaction with students. Like other aspects of public services, reference transactions have significantly increased during the past year, with 13,116 reference transactions recorded for the 2009-2010 academic year, which is a 71% increase from the prior year (Item IIC-13.)

### ***Learning Support Services***

Not applicable.

*IIC-1c. The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.*

### **Description**

#### ***Library***

The library is open 65 hours per week during the fall and spring semesters, including evening and weekend hours, 40 hours during the summer semester, and varying hours during winter session depending on course offerings. Fall/spring hours are Monday through Thursday, 8:00 am to 9:00 pm; Friday 8:00 am to 4:00 pm; Saturdays 10:00 am to 3:00 pm. Summer hours (when campus is open for a 4-day workweek) are Monday through Thursday, 8:00am to 6:00pm. Professional librarians are on duty during all hours the library is open. To accommodate early or late classes, librarians provide instruction sessions during times when the library is normally closed. The gate count for 2009-10 showed that 235,973 people visited the library, which is a 24% increase from the previous year.

Web-access to the databases and online catalog is available to support off-campus and distance learning students. Although off-campus access to subscription databases is currently handled through an online application process, the planned “student portal” will enable students to log in to databases using their campus credentials. During the 2009-10 academic year, 3,477 students applied for the off-campus password for remote access to the databases. The library’s web site provides access to research tools, sample citation formats for Modern Language Association (MLA) and American Psychological Association (APA,) subject research guides, criteria for evaluating web sites, links to Internet resources and general library information. The library’s 34 computers have Internet access with free printing and students who bring their own laptops may access a wireless Internet connection throughout the building.

A dedicated computer station with assistive technology is available for students enrolled in Disabled Students Programs and Services (DSPS). This workstation has ZoomText Xtra screen enlarger, Kurzweil 3000 reader software, and Jaws for Windows screen reader.

Community members may join the “Friends of the Library” for a fee of \$12, which entitles them to borrowing privileges. The Friends group sponsors various activities including an annual book sale and the award ceremony for the VVC writing contest.

#### ***Learning Support Services***

Student learning programs are widely available and generally provide students and student support personnel with excellent access to services. During the regular session, the Mall located in the Advanced Technology Center is open Monday through Friday 7:45 am – 10:00 pm and Saturday 8:30 am – 5:00 pm. During the summer, the building is open Monday through Thursday 7:30 am – 7:30 pm and mirrors the course calendar. According to tracking software, the ATC Mall last year provided computer access to 17,747 students and recorded 92,419 student lab hours (Item IIC-15). Supported by two Instructional Assistants, the Allied Health Lab is available to students Monday through Thursday, 8:00 am – 12:30 pm; 1:45 pm – 5:30

pm and Friday, 1:30pm – 5:30 pm. The Basic Skills Lab is an open lab environment that supports over 250 students and is available Monday through Thursday 8:00 am – 5:00 pm; Friday 8:00 am – 2:00 pm and Saturday, 10:00 am – 2:00 pm. In support of the Foreign Language Department, the Language Lab is open Monday 8:45 am – 12:30 pm, 1:30 pm – 5:00 pm; Tuesday through Friday 8:45 am – 12:30 pm, 1:30 pm – 9:00 pm; and Saturday 10:00 am – 2:00 pm. The Math Lab in the ATC Mall is open Monday through Friday 7:45 am – 9:00 pm. The Math Lab is also available Monday – Friday afternoon in ATC-157. It is currently supported by an Instructional Assistant Monday through Friday 12:30 pm – 9:00 pm. The Writing Center is open Monday through Thursday 9:00 am – 7:00 pm and Friday 9:00 am – 3:00 pm. Students may also submit papers to the “Online Tutor” at [http://www.vvc.edu/offices/writing\\_center/online\\_tutor.shtml](http://www.vvc.edu/offices/writing_center/online_tutor.shtml). Papers are reviewed and comments offered within twenty-four hours. To support the growing number of *online* courses, the Help Desk offers assistance with Blackboard, Webadvisor and student email Monday – Friday 7:00 am – 9:30 pm and Saturday 8:30 am – 3:00 pm. Students may submit questions to the Help Desk via phone, email or walk up service. Labs share common adaptive technology and devices. While there are some differences in the devices, every effort is made to assist students with specific learning needs. Students enrolled in English as a Second Language (ESL) Lab and the Business Education Technology (BET) Lab courses may utilize lab software in conjunction with their course.

*IIC-1d. The institution provides effective maintenance and security for its library and other learning support services.*

### **Description**

#### ***Library***

The library’s physical collection is secured by a 3M radio frequency theft detection system which sounds an alarm when materials are taken from the building without being properly checked out through the circulation process. Public access computers are protected through a security software program called “WinU” that prevents access to the desktop/program files and Sophos virus protection software. The Technology and Information Services (IT) Department maintains all hardware and access to instructional and administrative campus networks. The library’s technology plan (Item IIC-6) ensures effective maintenance of the SirsiDynix integrated library automation system through a 5-year annual maintenance agreement and a plan to replace the server within 3-5 years. Maintenance and Operations Department (M & O) provides maintenance of the library building. Security is enhanced by periodic walk-throughs by campus police. General wear and tear on the building has been exacerbated by two classrooms on the lower floor of the library, which also contribute to problems related to noise, and food/drink brought into the building.

#### ***Learning Support Services***

The College provides excellent maintenance and security for learning support services. Computers are regularly maintained. A dedicated Information Technology staff member quickly responds to any hardware or software challenges reported through a work order management system. Upgrades and re-imaging of lab computers are routinely completed during winter or

summer sessions to minimize adverse student impact. M & O maintains the learning support service centers. Requests for equipment repair are handled quickly and each center receives a deep cleaning annually. The installation of new tracking software in each of the learning labs has improved the efficiency, accessibility and security (Item IIC-15).

*IIC-1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.*

### **Description**

#### ***Library***

The library has collaborative agreements for interlibrary loan (ILL) and reciprocal borrowing privileges at other academic libraries as a means of supplementing the library's collection. These services are utilized when specific materials that support student learning are not available in our library. ILL is managed through a membership with Online Computer Library Center, Inc. (OCLC). In the 2009-10 academic year, the library borrowed 93 items from other libraries and provided 46 interlibrary loans to other institutions. The library's membership in the Inland Empire Academic Libraries Cooperative (IEALC) (Item IIC-16) provides students with library borrowing privileges at 18 Colleges located in the Inland Empire region, including CSU San Bernardino. In 2009-10, 13 VVC students were issued IEALC cards to borrow materials from other libraries. ILL and IEALC services are promoted on the library's web site, the library brochure, instruction sessions and through student-librarian reference interactions. Staff members attend annual meetings to learn about new innovations and regulations related to resource sharing.

The library participates in the Community College Library Consortium (CCLC) (Item IIC-17) for purchasing online databases. The consortium, a partnership between the Council of Chief Librarians and the Community College League of California, works on behalf of community College libraries to negotiate contracts for electronic resources. Librarians consult the CCLC database reviews and track database usage statistics to evaluate the usefulness of these subscriptions in meeting curricular needs.

The District contracts with a third-party vendor which provides four photocopy machines in the library; these machines are self-service with black and white copies for .10 per page.

#### ***Learning Support Services***

Not applicable.

*IIC-2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.*

### **Description**

#### ***Library***

The library uses a variety of methods to evaluate its services, collection, and library instruction program, including student and faculty satisfaction surveys, assessment of information competency student learning outcomes, self-evaluation through the annual program review process, collection inventory, and committee participation.

In Spring 2010, online user satisfaction surveys managed through the “SurveyMonkey” web site were promoted to students through a link on the library’s homepage and emailed to all part-time and full-time faculty. The student survey (Item IIC-5) evaluated satisfaction and program effectiveness in the following areas: how well the library’s print collections and online resources meet research needs; library instruction; website; facility; public services; and hours of operation. The faculty survey (Item IIC-4) evaluated satisfaction with how well the library’s print and online resources meet curricular needs, the effectiveness of bibliographic instruction, services and hours. Survey results showed that the majority of students strongly agree that the library’s collections meet research needs, they are satisfied with the assistance received from librarians and public services staff, and 68% rated their overall satisfaction with the library as excellent. Faculty (39 full-time and 18 part-time instructors) responses were somewhat less enthusiastic, with a majority agreeing that library resources meet curriculum needs, 58% agreeing that bibliographic instruction provided by librarians meet curriculum needs, and 48% rating their overall satisfaction as excellent.

Data reports from the SirsiDynix automation system provide statistics on circulation and material holdings by call number that are used to evaluate how the collection meets actual needs and areas where materials should be added. An annual inventory of the collection provides a measure for quality control: corrections can be made to update the catalog for missing items and adjustments made for misshelved or other problem items.

In Summer 2009, librarians implemented a multiple choice assessment for the information competency workbook completed by English 101 students. The assessment asked five summary questions designed to measure understanding the difference between a library catalog and an online database and recognizing standard parts of a bibliographic record and periodical citation. These assessment questions were derived from the information competency student learning outcome (Item IIC-11): “utilize research tools such as online catalogs, databases, printed indexes, reference sources, and/or the Internet to effectively locate and retrieve information resources.” The initial assessment results (Item IIC-18) revealed that some students may not be familiar with library terminology introduced in the workbooks, although most students demonstrated an understanding of online databases and periodical citation formats.



The library participates in ongoing self-evaluation and planning for improvements related to the collection, services, instruction, technology, budgeting, and staffing through the annual program review or P.R.A.I.S.E. report (Item IIC-19) a Five-Year Information Technology Plan (Item IIC-6) inventory of the print collection and periodic weeding. Librarians participate in faculty committees such as Curriculum Committee, Graduation Requirements Committee, Academic Senate, and attend department chair meetings for the Humanities, Arts, and Social Science division to represent and promote the library to the campus community. The curriculum approval process for new and updated course outlines of record requires faculty to review the library's collection for adequate resources to support curriculum, and provides an opportunity to recommend new materials for acquisition.

### ***Learning Support Services***

Tracking software in each lab permits the College to evaluate student use and access to learning support services. At the end of each semester, Instructional Assistants create reports that document utilization by day, hour and, in some cases, subject area. These reports are used to evaluate lab availability and student access to resources. Beginning Spring 2010, more stable tracking software was implemented in each student learning lab. Specialized software tools (SARSTrack and PC-Track) have proven to be more stable and can more accurately reflect student utilization. These data have assisted the administration with staff scheduling.

Writing Center and ATC Tutor Satisfaction surveys (Item IIC-24, IIC-25) provide an opportunity for students to comment on the use of these services. Approximately 85% of the students surveyed indicated that they were "very satisfied" that the Writing Center helped them reach their educational goals. Over 90% of the students surveyed indicated that the ATC Mall did a "good" or "great" job in support of student learning.

The evaluation of how learning support services contribute to student learning largely occurs at the departmental level. Each department assesses the linkage between student learning objectives (SLOs), course curriculum and support services. Through observation, faculty and Instructional Assistants evaluate software and make recommendations for updates as necessary to maintain their adequacy. Each department requesting support for its students in a lab is responsible for purchasing the software and sufficient licenses.

Annual program reviews offer another District vehicle to evaluate student support services and to recommend improvements. This process creates a structure for formal input and evaluation at each level of operation ranging from the individual department to the entire College. The College routinely upgrades software to conform to industry standards. At least once each year, computers are re-imaged and new and / or updated software is added to conform to faculty, learning staff and student needs.

### **Evaluation, Standard IIC**

#### ***Library***

***Standard IIC-1, IIC-1a:*** The library meets the resource and collection development standards by providing diverse materials in print and online formats to meet the instructional and curricular needs of the College. Materials selection and weeding are guided by the library's collection

development policy. The current budget crisis, concurrent influx of great numbers of students and development of off-campus teaching centers (i.e. the East Side Public Safety Center and classes held at off-campus locations) may result in a need to purchase more resources in online formats that can be accessed remotely and by multiple simultaneous users.

The quality, quantity and currency of the library’s resources have been negatively impacted by the economic crisis and elimination of categorical funds used to purchase books, periodicals and online databases. In 2009-2010 the loss of the state funded Instructional Equipment/Library Materials block grant and the Telecommunications Technology Infrastructure Plan (TTIP) from the California Community Colleges’ Chancellor’s Office resulted in a 100% reduction to the print periodical and database subscriptions, and 55% reduction to the book budget. Due to the rollover policy of the TTIP funds, the library was able to use the balance of the FY 2008-09 funds along with general fund book budget and some Title V-HSI funds to renew databases through the next academic year. Periodical subscriptions were reduced by 64% and many standing order reference books were canceled in order to maintain and/or expand database offerings. In response to the library’s program review plan (P.R.A.I.S.E. report, Item IIC-19) for the 2010-11 fiscal year, some budget restoration has been provided through general funds and categorical Perkins funds. The library was also the recipient of a one-time \$10,135 donation from the College’s administrators. There is still a critical need for long-term, permanent funding to restore the loss of categorical funds for online databases, periodicals, and books. Librarians will continue to prioritize expenditures for books and online sources that meet the greatest student needs.

The Association of College and Research Libraries (ACRL) “Standards for Libraries in Higher Education” (Item IIC-20) suggest evaluating collections and professional staffing levels by comparing them to peer libraries with similar student populations. Based on FTES data from the Community College Library Consortium (Item IIC-14) and materials and staffing data from “California Library Statistics 2008” (Item IIC-21, pp.103-104, 107-108,) a comparison with California community Colleges of similar FTES shows VVC’s collection is somewhat smaller than comparable institutions (see Table IIC-2 below). The library is also deficient in the area of full-time faculty librarians in relation to the size of the institution. The library currently has two full-time faculty librarians who are responsible for the daily operations of the library and three adjunct librarians who are assigned to reference and instruction duties. A full-time faculty librarian position vacated through resignation in Fall 2010 has not been replaced. The library lost its designated department chair position as a result of “Project Synergy” reorganization in Fall 2010, when the library was merged into the “Counseling, Guidance and Library Science Department”; a counselor represents the library as department chair. In Spring 2010, the District appointed a librarian as a discipline facilitator for 3 hours per week to handle duties formerly assigned to the department chair. There is no library Director; the staff reports to the Dean of Humanities, Arts and Social Sciences.

**Table II- 15. ACRL Standards for Libraries in Higher Education – Input Comparisons**

<i>COMMUNITY COLLEGE</i>	<i>FTES</i>	<i>VOLUMES HELD</i>	<i>RATIO OF VOLUMES TO STUDENT FTE</i>	<i>FTE LIBRARIANS</i>	<i>RATIO OF STUDENT FTE TO LIBRARIANS</i>
West Valley	4519	100,830	22	4.36	1036

Cuesta	4647	75,471	16	6.37	730
VVC	4763	56,152	12	3.71	1284
Chabot Hayward	4850	67,948	14	4.45	1090
Shasta	4889	75,851	16	2.6	1880

**Standard IIC-1b:** The library meets the instructional standard through its information competency program which is a general education student learning outcome and requirement for the associate degree, as well as course-specific bibliographic instruction sessions and teaching that occurs during reference transactions. The library has recently initiated an assessment project designed to evaluate learning outcomes for the information competency workbook, and plans to expand assessment practices to evaluate the effectiveness of the library instruction program. To accommodate online students, librarians are developing a web-based information competency program using the open publication “SearchPath” library tutorial created by Western Michigan University (Item IIC-22).

**Standard IIC-1c:** The library meets the accessibility standard through extended hours of operation and web site access to database subscriptions with full-text periodical, book, and reference resources. The library’s information technology plan proposes strategies to continue enhancing the library’s website to support students and faculty in distance education programs with web-based tutorials and research guides that support all levels of curriculum. As the campus deals with increasing numbers of students and decreasing budgets, we face potential problems related to adequate student access to computers along with a stable, reliable network technology infrastructure. The library will need to expand its holdings of online resources to support access by off-campus centers. The implementation of the new student portal should improve seamless access to the library’s online resources for all students. Enhancements to the library catalog will allow students to view their circulation records, place item holds, and renew materials online.

**Standard IIC-1d , 1e:** The library meets the standards for effective maintenance and security and documented, formal agreements for collaborative resource sharing and contracted services.

**Standard IIC-2:** The library meets the standard related to ongoing evaluation, assessment, planning, and improvement through annual program review and budget documents, library technology and collection development planning, student and faculty user surveys, and assessment of information competency student learning outcomes. Results from the recently implemented information competency assessments will be evaluated and used to revise and refine the information competency workbooks.

**Learning Support Services**

**Standard IIC-1, IIC-1a:** The wide array of learning support services meets the standards for effective instructional support, educational equipment and materials Learning support services

augment instructional programs, facilitate student learning and support the mission of the College to provide readily accessible, high quality learning opportunities that respond to student needs. The support services provided throughout the building assist students in the mission of the College and provide an excellent model of “an agile learning organization consistent with the needs of students and the communities that the College serves.”

**Standard IIC-1b:** Learning Support Services meets the instructional standard related to technology skills through tutoring and individualized assistance for independent learners in the open lab. General orientations provide an overview of information technology skills necessary to succeed. Additional assistance is provided on an “as needed” basis in response to immediate student concerns or interest. While past offerings of skills workshops have been sparsely attended, anecdotal evidence suggests that a portion of our student population would benefit from workshops in computer applications.

**Standard IIC-1c:** LSS meets the accessibility standard by providing adequate hours, computing technology and support services to meet student needs. With an increased reliance on technology for both matriculation services and *online* courses, computer access becomes essential. While many students have personal computers, a large number continue to rely on the College for this access. The ATC Mall and associated labs and centers provide both access and support that begins when students apply to the College and continue throughout their academic and/or vocational programs. Tracking data indicates that student use of the Advanced Technology Center (ATC) Mall is heaviest Monday through Thursday between 9:30 a.m. and 3:00 p.m. during the fall and spring semesters. There is a significant decrease in usage during the winter and summer and during vacation weeks. Most labs also note a significant decrease in student utilization on Fridays and Saturdays.

**Standard IIC-1d:** LSS meets the standard for effective maintenance and security for student learning needs during all hours of operation.

**Standard IIC-2:** LSS meets the standard related to ongoing evaluation and improvement through team meetings, student surveys, and evaluation of student success rates. Business processes and work systems are evaluated and improved through periodic meetings and interactions between faculty, Instructional Assistants (IAs) and student tutors. During this past year, for example, discussions yielded positive improvements to business processes and work systems including:

- The reorganization of Instructional Assistants’ hours and work locations to enhance student service;
- The creation of a Tutor Area for individual / small group tutoring;
- The creation of a dedicated room for the Math Lab;
- The installation of more stable tracking software to monitor student lab utilization;
- The creation and approval of an “Academic Use” procedure statement (Item IIC-23);

- The creation of signage in support of Associated Student Body (ASB) goals to better identify ATC services;
- The alignment of non-credit ACOM tracking in the Mall and tutoring programs to comply with new apportionment regulations.

While some data on lab utilization is encouraging, more data needs to be collected to determine the extent to which the services offered in the various labs actually enhance student achievement.

Students appear to be generally satisfied with the support provided. Over ninety percent of the students surveyed (Item IIC-24) stated that the ATC supported their learning, that the software met their educational needs and that the ATC Mall hours of operation were “good” or “great.” Five percent of students surveyed rated the hours of operation as “poor” and wanted expanded availability. Some students and faculty have expressed an interest in expanded evening hours for the Basic Skills Lab. Over ninety percent of students responding to a Writing Center Survey (Item IIC-25) indicated they were “satisfied” or “very satisfied” that the Writing Center helped them to reach their educational goals. More data needs to be collected regarding student satisfaction with other labs and services. Additionally, more data is required to explicitly connect learning support services and the attainment of student learning outcomes.

The College continues to evaluate how best to optimize lab use. Some departments, such as English as a Second Language (ESL) and Business Education Technology (BET) integrate the labs into lecture courses. This permits students in the lecture courses to immediately apply their learning. Other departments such as Basic Skills, Foreign Language and Math have created an open lab environment separate from the lecture component that allows students to drop in as their schedule permits. Faculty recommendations inform how each lab will best support student learning in their respective disciplines. Several labs such as the Writing Center and Language Lab make student resources available online so that students may have around the clock access to resources.

### **Summary of Opportunities for Improvement, Standard IIC**

#### ***Library***

The library must continue to meet the learning needs of a growing student population by providing adequate access to high quality information resources and computer technology. As off-campus learning centers are developed, the library must plan to provide seamless access to information resources for off-campus students. Simultaneously the College is dealing with challenges related to budget reductions to the online and printed collections and staffing deficiencies resulting from a full-time faculty librarian vacancy. The library will use institutional planning processes for program review to request replacement of the full-time faculty librarian position, a designated library department chair, and general fund budget restoration for library materials.

The library will implement an assessment program that will be used to improve student learning, library instruction and services, and the collection.

#### ***Learning Support Services***

Student retention and transfer rates need improvement. Learning Support Services and resources should be integrated and deployed based on an Educational Master Plan and student performance data.

### **Planning Agenda, Standard IIC**

#### ***Library and Learning Support Services***

No planning agenda.

### **Evidence in Support of Standard IIC**

- Item IIC-1.      Library Collection Development Policy
- Item IIC-2.      [Library Web Site](#)
- Item IIC-3.      Library Usage Statistics, 2009-2010
- Item IIC-4.      Library Faculty User Survey, Spring 2010
- Item IIC-5.      Library Student User Survey, Spring 2010
- Item IIC-6.      Library Five-Year Information Technology Plan, 2010-2015
- Item IIC-7.      Math Lab Workshop Schedule, Spring 2010
- Item IIC-8.      Writing Center Workshop Schedule
- Item IIC-9.      Writing Center Handout Samples
- Item IIC-10.     Tutor Satisfaction Survey, 2010
- Item IIC-11.     General Education Student Learning Outcomes, Category VI, Information Competency (2010-11 Catalog, p. 55)
- Item IIC-12.     Library Information Competency Workbook
- Item IIC-13.     Library Reference Services Three-Year Comparison
- Item IIC-14.     ESL 12A, ESL 12B *Basic Computer Literacy* Course Outlines
- Item IIC-15.     ATC P.R.A.I.S.E. Report, Program Review, 2010
- Item IIC-16.     Agreement of the Inland Empire Academic Libraries Cooperative
- Item IIC-17.     [Community College Library Consortium](#)
- Item IIC-18.     Library Information Competency Assessment Results, Summer 2010

- Item IIC-19. Library P.R.A.I.S.E. Report, Program Review, 2010
- Item IIC-20. Association of College and Research Libraries “[Standards for Libraries in Higher Education](#)”
- Item IIC-21. California Library Statistics 2008
- Item IIC-22. [SearchPath Library Tutorial](#)
- Item IIC-23. ATC Academic Use Procedure Statement
- Item IIC-24. ATC Mall Survey
- Item IIC-25. Writing Center Survey

## Standard III – Resources

*The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.*

### Standard IIIA. Human Resources

*The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.*

*IIIA-1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.*

#### **Description**

Board Policy 7120 addresses the recruitment and selection process for all positions (Item IIIA-1). This policy outlines a plan regarding the education, training, and experience necessary for positions being considered. Each department coordinates with the Human Resource Department regarding the essential functions, minimum qualifications, and working conditions before a position is advertised.

Administrative Procedure 7120 (Item IIIA-2) was approved by College Council on March 4, 2009 (Item IIIA-3). This procedure addresses the recruitment and hiring of all employees other than the Superintendent/President and full-time instructional faculty. The Board of Trustees establishes a separate procedure for filling the position of the Superintendent/President in accordance with Board Policy 2431 (Item IIIA-4). Full-time instructional faculty are hired following the Full-Time Faculty Hiring Procedures Agreement between the Academic Senate of Victor Valley College and the Victor Valley Community College District, March 2003 (Item IIIA-5).



Utilizing the document entitled Minimum Qualifications for Faculty and Administrators in California Community Colleges, March 2010 (Item IIIA-6), published by the Academic Affairs Division of the Chancellor's Office, the College ensures that all academic applicants meet the minimum education and experience requirements pertinent to their assignment. In addition, the College uses the Faculty Minimum Qualifications under Equivalency Process (Item IIIA-7), updated by the Academic Senate on March 4, 2010, (Item IIIA-8), to address the guidelines for equivalency.

Applications for all faculty, classified, and management permanent/probationary positions are reviewed, first by Human Resources staff and then by selection committee members, to determine that applicants possess the knowledge and abilities listed in the job description of the position for which they are applying.

*IIIA-1a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.*

### **Description**

Recruitment and hiring for all permanent, full-time classified, management, and administrative positions consist of the following components: establishment of an open position and/or a classification; posting of an open position; receipt of applications; formation of a selection committee; required and optional hiring procedures; and final interview procedures. The hiring process for all permanent/probationary positions, with the exception of full-time faculty and Superintendent/President, adheres to Administrative Procedure 7120, Recruitment and Hiring Procedure (Item IIIA-2); a copy of this procedure is available on the College website.

The Full-time Faculty Hiring Procedures Agreement, approved by the Board of Trustees in 2003 (Item IIIA-5), provides specific direction pertaining to the recruitment and selection procedures and timelines for full-time faculty. The procedures consist of the following components: identifying positions, following the District's equal opportunity plan, reviewing and formulating job descriptions, advertising positions, screening, interviewing, and selecting recommended candidates. The Faculty Hiring Procedures Agreement allows the full-time faculty to participate in all phases of the hiring process.

The part-time faculty hiring process consists of the following components: advertising positions, screening, interviewing, and employment. Minimum qualifications for each recommended candidate are verified by the Office of Human Resources before an individual is brought in for new hire processing. All steps pertaining to the part-time hiring procedure are outlined in Administrative Procedure 7120 (Item IIIA-2).

Job announcements state the qualifications required for the position being advertised, as well as the application procedures to be followed by interested parties. Recruiting is accomplished with in-house advertising and collaboration with JobElephant for external advertising needs. All recruitment efforts are in compliance with Title 5, §53021 of the California Code of Regulations. Job announcements are posted online with each clearly stating the position requirements pursuant to regulations in equal opportunity providing all candidates meet the qualifications to apply. The employment opportunity site displays the College's mission statement.

Management and classified job descriptions are included in all job announcements. The job descriptions outline the following areas: basic functions; representative duties; knowledge and abilities; education and experience; and working environment. Faculty qualifications are established in the Minimum Qualifications for Faculty and Administrators in California Community Colleges handbook released by the California Community Colleges Chancellor's Office.

*IIIA-1b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.*

### **Description**

The classified evaluation process (Item IIIA-10), includes an improvement plan in each assessment area. All newly hired, probationary classified employees are evaluated at the end of the third, sixth, and eleventh month of the probationary period. All permanent classified employees are evaluated annually. The classified evaluation materials have been changed to condense the format and improve user ability. The full-time faculty evaluation process (Item IIIA-11) provides for performance improvement by the evaluation committee to effectively address department and College goals. The probationary evaluation review process for full-time faculty takes place each year for the first four years of employment starting the first semester of employment. Tenured full-time faculty are evaluated once every three years. The review process starts in October of the review year and is completed by June 1 of that academic year. The part-time faculty evaluation process (Item IIIA-12) includes a peer review observation, a student evaluation, and a final evaluation report.

At the administrative level, the management/supervision evaluation process includes supervisory assessment, self-assessment, co-worker assessment, goal setting and achievement. Management evaluations are scheduled by the end of first year of employment and every two years thereafter, additional evaluations are optional (Item IIIA-13).

An evaluation process that accurately reflects related dimensions of performance for confidential employees was revised and adopted in October 2009. The confidential employee evaluation process takes place by the end of the first year and subsequently every two years (Item IIIA-14).

All evaluation processes measure specific job-related duties, knowledge, and abilities.

The Board of Trustees is committed to assessing its performance as a Board to determine areas that may be improved. A board subcommittee was established to determine the process of the evaluation at the May 28, 2008, special board meeting (Item IIIA-15). The Board of Trustees held a special Board workshop on September 22, 2008, “to evaluate the strengths and weaknesses of the Board and explore ways to reduce conflict and enhance governance effectiveness, teamwork and leadership” (Item IIIA-16).

The Board of Trustees periodically evaluates the Superintendent/President. At its June 10, 2010, meeting, the Board of Trustees announced that the evaluation process for the Superintendent/President was approved (Item IIIA-17).

*IIIA-1c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.*

**Description**

Full-time and part-time faculty are regularly evaluated following contractual procedures. All faculty are evaluated according to the current agreements (Item IIIA-18).

In addition to the traditional evaluation procedures (Item IIIA-19), part-time faculty developed a pilot program to streamline the evaluation process (Item IIIA-20). The observation component of the pilot program is designed to examine the instructor’s ability to work with students and to determine the instructor’s goals and objectives, including level of preparedness. It is a resource to establish how students benefit from the information presented in class. Although this pilot program was originally scheduled to run in Fall 2009 and Spring 2010, it was extended through Fall 2010 to provide additional time for further review and assessment.

*IIIA-1d. The institution upholds a written code of professional ethics for all of its personnel.*

**Description**

A Code of Ethics has been completed and approved by the shared governance process and the Board of Trustees. At its November 2, 2004, meeting, the College Assembly formally accepted the Ethics Statement for Employees. This Code of Ethics will serve as a standard by which employee ethics can be judged. On January 11, 2005, the Board of Trustees adopted Board Policy 7103, Ethics Statement for Employees (Item IIIA-21).

*IIIA-2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes.*

**Description**

The number of full-time faculty is currently 130, which exceeds the Chancellor's Office required minimum of 123 by 7 full-time faculty members (Item IIIA-22). The number of support staff increased over the past five years from 183 classified employees in 2005 to 189 classified employees. In addition, 29 classified special employees, including reserve police officers and sign language interpreters, work up to 19 hours.

Due to changing fiscal conditions, the District has worked to restructure its workforce to continue to serve student needs. Staffing needs and recommendations are provided to the Cabinet from department heads for classified and administrative needs, while recommendations for faculty hires come through the Academic Senate leadership to the Superintendent/President (Item IIIA-30). Cabinet assesses the needs of the organization and provides direction for reorganization where it is considered necessary or in the best interests of the College. The College's organizational structure has been updated and is periodically reviewed to keep up with changing demands.

Human Resources is constantly working to address the need for instructors as the number of sections and new classes changes. For example, 87 new course sections were added in Fall 2009, and there was a reduction of approximately 30 additional course sections in Fall 2010. (Item IIIA-32). Recruitment and hiring efforts were adjusted accordingly.

Due to budget constraints, hiring has decreased significantly from 2008-2009 to 2009-2010 (Item IIIA-33). In an effort to reduce salary and benefit expenses and reorganize staffing, Supplemental Early Retirement Program (SERP) incentives were offered in 2008, 2009, and 2010. The following number of employees took advantage of this offer:

**Table III- 1. Supplemental Early Retirements 2008-2010**

Year	Number Retired	Number Replaced
2008	23	5
2009	17	3

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2010

24

12 (Anticipated)

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Since a large number of staff who have retired had in-depth historical knowledge of their positions and College processes and 37% of these positions have not been filled, the College must streamline processes and provide appropriate training to ensure that adequate services are maintained with new and fewer employees. The District has offered three SERPs during the last three years and has lost valuable expertise from faculty, classified and administrators. In order to implement the plan, it must be cost effective to the District so replacements are not automatic.

In the technical support areas several positions were created, recruited, and filled: help desk technician, lead systems programmer/analyst, Director of Management Information Systems and Executive Dean of Technology and Information Systems (Item IIIA-23). The goal has been to provide leadership and adequate staffing for technical support as well as direct assistance to students, staff, and faculty, taking into account recommendations derived from the technology audit.

As administrative positions become vacant and the need for administrative support is assessed, funding is reallocated to address the areas of greatest need. Also, administrators have assumed additional duties. Currently, the College is recruiting to fill the vacant Dean of Student Services (Item IIIA-24), Director of Disabled Student Programs and Services (Item IIIA-) and Superintendent/President positions (Item IIIA-25).

In 2008, after evaluating the functions of the Human Resources Department,

- The recruitment for the position of risk manager was initiated (Item IIIA-26), but suspended due to budgetary constraints. Other management staff have absorbed the critical duties of this position.
- The position of human resources specialist was created, recruited, and then filled in 2009 in lieu of the position of human resources analyst (Item IIIA-27).
- The position of human resources compliance officer was created to address critical areas such as equal employment, litigation, contract review, and policy development (Item IIIA-28). Currently, this position is on hold pending availability of funding.

In 2007, seven priority faculty positions were identified (Item IIIA-29) In academic year 2008-2009, four priority faculty positions were filled: counselor, librarian, child development instructor, and basic skills instructor. The recruitment process for the fire technology instructor, another priority faculty position, was completed, but the selected candidate declined the position. The recruitment for the remaining two priorities, allied health instructor, and aviation instructor was initiated in 2007, but had to be discontinued pending funding.

Recommendations for faculty hiring prioritization were submitted by the Academic Senate for academic year 2009-10 (Item IIIA-30). Due to lack of financial resources, only two categorically funded positions were recruited and filled in 2009: Counselor, CalWORKS and Gear Up Program counselor/academic advisor (Item IIIA-31) Ongoing budget constraints have not allowed addressing needs for additional staffing.

*IIIA-3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.*

**Description**

Board policies govern College personnel practices; these policies are developed and updated based on models provided by the California Community College League's Policy and Procedure Service. New or revised policies are submitted to the shared governance body for review and refinement prior to submission to the Board of Trustees.

Collective bargaining agreements, which are a form of board policy, reflect provisions which govern hiring practices, promotion, evaluations, and other personnel issues. These contracts are subject to revision through the negotiations process and are modified through agreement of the parties.

Personnel policies are incorporated in Board policy and the faculty and classified collective bargaining agreements. Administrative Procedure 7120, Recruitment and Hiring Procedure, (Item IIIA-2) was adopted by College Council on March 4, 2009 (Item IIIA-3). Board policies and procedures and collective bargaining agreements are available to the public on the College's website. Policies pertaining to management personnel are included in the Management Handbook, which is distributed to all managers (Item IIIA-34).

The importance and process of updating procedures has been discussed in College Council (Item IIIA-3)..

*IIIA-3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.*

**Description**

The College ensures fairness in its employment procedures by adhering to Administrative Procedure 7120 (Item IIIA-2). Each selection committee is guided by a Fair Employment Representative to ensure that all candidates are provided with the same opportunity and treatment (Item IIIA-9). There are four trained Fair Employment Representatives for full-time faculty selection committees and eight trained Fair Employment Representatives for classified/administrative selection committees (Item IIIA-36)

All selection committee members are required to sign a confidentiality statement to ensure that information obtained and reviewed during the recruitment process remains confidential (Item IIIA-37).

Applicant and committee member information is kept from the general public to ensure fairness. All screening criteria and interview questions are based on the job description for each individual position. Human Resources staff verifies minimum qualifications for each applicant at the

beginning of the recruitment process and completes the reference checks after a final candidate has been chosen (Item IIIA-38). Pertinent information is forwarded to the Superintendent/President for final approval to hire. Thus, an effective system of checks and balances is in place among Human Resources, the selection committees, and the Superintendent/President to confirm fairness in the hiring procedure.

*IIIA-3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

**Description**

Personnel records are locked and maintained by designated personnel in Human Resources. As indicated in the contract agreements, employees can review personnel records in Human Resources (Item IIIA-39). The review is monitored by a Human Resources staff member. Personnel records are well maintained; documents such as evaluations and contracts are filed regularly.

*IIIA-4. The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

**Description**

The College is committed to faculty and staff diversity. The goal is to recruit, hire, and retain qualified individuals who represent the students' ethnic, gender, disability, and veteran composition without sacrificing quality. Board Policy 7100, Commitment to Diversity, was revised April 11, 2006 (Item IIIA-40).

The College's Equal Employment Opportunity (EEO) Plan was approved by the Board of Trustees on July 14, 2009 (Item IIIA-41).

All personnel selection committees have a Fair Employment Representative (FER) assigned. The FER functions as a non-voting member of the selection committee and monitors the hiring process for compliance with policies and procedures as defined in the EEO Plan.

All supervisory personnel are required to complete anti-harassment training within six months of employment and repeat this instruction biennially.

Because staff diversity funding has been severely limited, in spring 2009, the Staff Diversity Committee distributed a survey to seek input on future workshops (Item IIIA-48). The Staff Diversity Committee was revitalized with new constituent representation in Fall 2009. The committee's purpose and goals were clarified, and plans were made to address the Spring 2009 survey feedback (Item IIIA-49). The input received was used to schedule the cultural diversity training workshop on May 26, 2010, and will be used to prioritize future workshops (Item IIIA-

43). Despite limited funding, the Campus Climate Survey conducted in Fall 2010 indicated that the majority of staff agree that quality activities are conducted at Victor Valley College that enhance diversity on campus. In the areas of institutional improvement, the Campus Climate Survey indicated negative perceptions exist in respect to staff development and training (Item IIIA-59).

Funding cutbacks have limited accommodations for employees with disabilities to the equipment on hand; on occasion, equipment available for requests has been limited.

The District is committed to providing a diverse workplace and learning environment free of discrimination and harassment. Nondiscrimination training is provided to Fair Employment Representatives to encourage diversity awareness during the hiring process. Supervisors are also required to complete anti-harassment training every two years.

*IIIA-4a. The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.*

**Description**

The Staff Diversity Committee sponsored “Culture Craze” for staff and students in May 2009 and May 2010 (Item IIIA-42). These campus-wide activities celebrated diversity with ethnic food and entertainment. A cultural diversity training workshop was held May 26, 2010, (Item IIIA-43) for employees to encourage understanding of diverse cultures and improve communication, personal awareness, and sensitivity. The Staff Development Committee sponsored a trip for staff to attend the Museum of Tolerance on June 18, 2010 (Item IIIA-44). Additionally, Black History month and Cinco de Mayo activities are sponsored annually by the ASB (Item IIIA-45).

On June 1, 2009, the College gave mandatory training to all Fair Employment Representatives on the requirements of Title 5 of the California Code of Regulations on equal employment opportunity, federal and state nondiscrimination laws, the District’s Equal Employment Opportunity Plan, and the District’s policies on nondiscrimination, recruitment, and hiring (Item IIIA-46).

From August through December, 2010, the Campus Police staff attended cultural diversity training at the Museum of Tolerance in Los Angeles. The goal of the training was to become aware of stereotypes, perceptions, and biases, and effectively communicate and interact in the multicultural environment of the College. This training fulfills The Commission on Peace Officer Standards and Training (POST) basic training requirements. (Item IIIA-58).

The Fair Employment Representatives use a “script” at the first meeting of hiring committees to encourage diversity awareness during the hiring process (Item IIIA-9). The District also strives to provide diverse representation on hiring committees by encouraging the various constituents to consider diversity when assigning volunteer members and by regularly reviewing committee composition.



The College requires all supervisory personnel to complete anti-harassment training when employed and thereafter renew this instruction biennially. This interactive training focuses on laws prohibiting harassment and other forms of discrimination (Item IIIA-47).

The College also provides specialized services to employees with disabilities. Whenever a need for reasonable accommodation arises, that need is addressed. Accommodations have primarily been related to transportation needs on campus: electric scooters, golf carts, and special parking accommodations.

*IIIA-4b. The institution regularly assesses its record in employment equity and diversity consistent with its mission.*

**Description**

The College tracks the diversity in all applicant pools and encourages the inclusion of a diverse pool of candidates in the interview process (Item IIIA-50). The information collected is used to determine whether future recruitments should be broadened to attract underrepresented populations.

The following table illustrates in part the change of student and staff diversity from 2004 to the present (Item IIIA-51). The African-American student population has increased, and the Hispanic student population has increased significantly. The African-American and Asian staff has slightly increased, but the white staff has decreased. The data illustrate that both the student and staff populations have changed and come more into alignment. However, the College continues working to attract an increased number of ethnically diverse candidates.

Table III- 2. Student/Staff Ethnicity Comparisons

<b>Gender</b>	<b>Students</b>	<b>Staff</b>
Male	42.0%	49.7%
Female	58.0%	50.3%

<b>Age</b>	<b>Students</b>	<b>Staff</b>
19 years or younger	33.0%	0.0%
20 to 24 years	27.0%	0.3%
25 to 29 years	12.2%	4.6%
30 to 34 years	7.9%	7.9%
35 to 39 years	5.9%	8.9%
40 to 49 years	9.1%	25.1%
50 to 59 years	3.9%	32.6%
60 years or older	1.0%	20.6%

<b>Race</b>	<b>Students</b>	<b>Staff</b>
American Indian or Alaskan Native	0.8%	1.5%
Asian	3.2%	5.3%
Black or African American	14.5%	7.8%
Hispanic/Latino	37.2%	14.0%
Native Hawaiian or Other Pacific Islander	0.5%	0.5%
White	43.8%	70.9%

NOTE: Fall '09 reporting -- all employees

The table below compares the ethnicity of candidates for all positions at the College from fiscal years 2007-2008 and 2009-2010. Although the number of Hispanic candidates increased significantly in this two-year time span, more ethnically diverse candidates are needed.

**Table III- 3 Recruitment Ethnicity Comparisons**

Ethnicity	2007—2008	2009—2010
African/American	12.6%	12.2%
American Indian/ Alaskan Native	.9%	.8%
Asian/Pacific Islander	4.5%	5.4%
Hispanic	16.3%	27.2%
White	38.4%	40.8%
Other/Unknown	27.3%	13.6%

*IIIA-4c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.*

**Description**

The institution endeavors to provide equity and fairness to all in its employment practices, interactions with employees, distribution of resources and services, response to complaints, and opportunities for growth, development, and advancement.

On May 6, 2009, College Council recommended by consensus the Equal Employment Opportunity Plan. The Board of Trustees approved the plan at its July 14, 2009, meeting (Item IIIA-41). The plan reflects the District’s commitment to ensure equal employment opportunity and the creation of an environment that fosters diversity. The plan’s immediate focus is equal employment opportunity in the District’s recruitment and hiring policies and practices.

FRISK (Fact, Rules, Impact, Suggestions, Knowledge) training was provided for management employees in January 2011. This training allows supervising managers to learn critical management feedback techniques for better employee performance (Item IIIA-60).

*IIIA-5. The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.*

**Description**

Personnel are encouraged to attend conferences, workshops, and seminars. The College has designated staff development funds to reimburse faculty, classified, and management staff who attend off-campus professional development conferences. The Staff Development Committee plans and develops professional growth activities for all faculty and staff.

*IIIA-5a. The institution plans professional development activities to meet the needs of its personnel.*

*IIIA-5b. With the assistance of the participants, the institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

**Description**

All faculty and staff are afforded the opportunity to attend conferences, workshops, and seminars in an effort to stay current in their fields. Each year, the Staff Development Committee encourages staff to apply for Staff Development funds; the guidelines, application, and reimbursement funds are available on the College website (Item IIIA-52). Although faculty travel funding had been eliminated in 2003-2004 due to budget constraints, the District has provided limited funding for travel for faculty, classified, and management since 2004 (Item IIIA-55).

In April 2009, the Staff Development Committee developed a survey to assess the interest in workshops on campus (Item IIIA-54). Given the issue of not having mandated flex activities, generating and maintaining interest in onsite workshops and seminars has been a challenge to the Staff Development Committee. However, the committee will use the feedback from the survey to evaluate all professional development programs and incorporate evaluative comments and suggestions into future programs.

In the Campus Climate Survey taken in Fall 2010, the need for more staff development activities was strongly expressed (Item IIIA-61). To better coordinate professional development activities, the College is currently recruiting a faculty staff development facilitator position. This position will be 20% reassigned time for a full-time faculty member.

Through the Upward Mobility program, classified employees are offered the opportunity to pursue and formulate one or more of the following: a career plan, continued education, training leave, in-service training time, career counseling, mentoring, job shadowing, and cross training. Eligible employees submit their request to the program committee for evaluation and approval (Item IIIA-53). In 2010, the Superintendent/President set aside money to fund upward mobility for management employees.

Although there has been no funding for management training activities, a task force of management employees is currently being formed to determine management training necessary on a yearly basis and the budget necessary to meet these training needs (Item IIIA-62).

*IIIA-6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.*

### **Description**

The President's Cabinet continuously assesses the current and future organizational needs of the College and is seeking ways to more effectively organize personnel to address the changing needs of the institution and more adequately distribute workload. The Finance/Budget Committee was designed to have campus-wide representation to provide all constituencies input in solving financial issues that impact the entire institution. The Finance/Budget Committee is considering how current and future budget reductions will impact the College and is seeking ways to more efficiently use resources.

Human resource planning is integrated with institutional planning through the program review and planning process. As part of the review process, the Program Review, Allocation, and Institutional Strategies for Excellence (P.R.A.I.S.E.) Report includes departmental strengths, areas for improvement, and goals (Item IIIA-56). Departments identify the short- and long-term staffing needs for full- and part-time faculty, permanent classified positions, and part-time, temporary employees. The program review process identifies goals for improvement and recommends departmental planning needs. Unfortunately, the College is unable to conduct long range human resources planning until progress is made on its master planning efforts. Once the master planning efforts are put into place and achieved, it will drive the broader long-term staffing plan for the next three to five years.

The need for full-time and associate faculty members is determined by curricular offerings; the College complies with the full-time faculty obligations established by the Chancellor's Office. The need for classified and management personnel is based on requests for identified needs for specific support. Cabinet addresses the overall staffing needs of the College and recommends staffing expenditures to the Budget Advisory Committee. The Superintendent/President, who has comprehensive knowledge of College needs, approves all hiring requests prior to submission to Human Resources. The positions requested through the hiring process are filled; there are few examples when courses or services could not be provided because a qualified employee could not be found.

During academic 2008-2009, four priority faculty positions were filled: counselor, librarian, child development instructor, and basic skills instructor (Item IIIA-57) The recruitment process for another priority faculty position, the fire technology instructor, was completed, but the selected candidate declined the position. The recruitment for the remaining two priorities, allied health instructor and aviation instructor was initiated in 2007, but was discontinued pending funding.

Recommendations for faculty hiring prioritization were submitted by the Academic Senate for academic year 2009-10 (Item IIIA-30) Due to lack of financial resources, only two categorically funded positions were recruited in 2009: counselor, CalWORKS, and Gear Up Program counselor/academic advisor. These positions were filled in 2009.

The College has implemented the PeopleAdmin system to facilitate the online recruitment process which provides flexibility and accessibility to internal and external users.

### **Evaluation, Standard IIIA**

**Standard IIIA:** The College assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs.

**Standard IIIA-1a:** The College assures that the criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly activities, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non- U.S. institutions are recognized only if equivalence has been established.

**Standard IIIA-1b:** The College assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and performance management. Actions taken following evaluations are formal, timely, documented and include training to improve performance.

**Standard IIIA-1c:** The Colleges ensures that faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

**Standard IIIA-1d:** The College upholds a written code of professional ethics for all of its personnel.

**Standard IIIA-2:** The College maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution's mission and purposes. However, reductions in the College workforce in recent years has presented challenges; while replacing fewer positions than have been vacated bodes well for addressing the structural budget deficit, it is unclear what impact such reductions will have on overall College operations.

**Standard IIIA-3:** The College systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

**Standard IIIA-3a:** The College establishes and adheres to written policies ensuring fairness in all employment procedures.

**Standard IIIA-3b:** The College makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

**Standard IIIA-4:** The College demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

**Standard IIIA-4a:** The College creates and maintains appropriate programs, practices, and services that support its diverse personnel. The College supports staff development through the recent appointment of a Staff Development Coordinator to plan and implement comprehensive professional development offerings for all members of the College workforce

**Standard IIIA-4b:** The College regularly assesses its record in employment equity and diversity consistent with its mission.

**Standard II-A-4c:** The College subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students

**Standard IIIA-5:** The College provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

**Standard III-5a, b:** The College plans professional development activities to meet the needs of it personnel. With the assistance of the participants, the College systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

**Standard IIIA-6:** The College integrates human resource planning with institutional planning. The College systematically assesses the effective use of human resources and uses the results of that evaluation as the basis for improvement.

### **Summary of Opportunities for Improvement, Standard IIIA**

The College must review and update the Educational Master Plan to ensure that planning and decision-making are guided by current community needs and College priorities. Once this is accomplished, the College can recruit for much needed positions and enhance staff development and diversity training.

The College continues to make improvement with its human resources, but is faced with meeting hiring priorities and training staff with increasing budgetary challenges and the retirements of experienced faculty and staff. The opportunity to improve future human resources planning will be the result of the master plan.

The College must take steps to streamline processes with fewer staff due to budget constraints and provide appropriate training to ensure that employees are current in their professions.

### **Planning Agenda, Standard IIIA**

None.

## Evidence in Support of Standard IIIA

- Item IIIA-1. [Board Policy 7120, Recruitment and Selection](#)
- Item IIIA-2. [Administrative Procedure 7120, Recruitment and Hiring Procedures](#)
- Item IIIA-3. College Council Minutes, March 4, 2009
- Item IIIA-4. Board Policy 2431, Superintendent/President Selection
- Item IIIA-5. Full-time Faculty Hiring Procedures Agreement
- Item IIIA-6. Executive Dean, curriculum development and learning resources
- Item IIIA-7. [Organizational Chart](#)
- Item IIIA-8. SLO coordinator
- Item IIIA-9. Instructional deans
- Item IIIA-10. Minimum Qualifications for Faculty and Administrators in California Community Colleges
- Item IIIA-11. Faculty Minimum Qualifications under Equivalency Process
- Item IIIA-12. Academic Senate Meeting Minutes, March 4, 2010
- Item IIIA-13. The Hiring Process, Recruitment Summary form
- Item IIIA-14. Administrative Procedure 7120, Recruitment & Hiring Procedures
- Item IIIA-15. Full-time Faculty Hiring Procedures Agreement
- Item IIIA-16. Fair Employment Representative's Checklist and script
- Item IIIA-17. Classified evaluations (contract and form)
- Item IIIA-18. Faculty evaluations (contract and forms)
- Item IIIA-19. Part-time faculty evaluations (contract and forms)
- Item IIIA-20. Management/supervisor evaluation process )
- Item IIIA-21. Confidential employee evaluation process )
- Item IIIA-22. Board of Trustees Minutes, May 28, 2008
- Item IIIA-23. Board of Trustees Minutes, September 22, 2008



- Item IIIA-24. Board of Trustees Minutes, June 10, 2008
- Item IIIA-25. Full-time faculty evaluation process
- Item IIIA-26. Part-time faculty evaluation process
- Item IIIA-27. AFT Evaluation Pilot Program
- Item IIIA-28. Board of Trustees Minutes, January 11, 2005 (Item 7.1, Second Reading, Proposed Board Policy No. 7103, Ethics Statement for Employees)
- Item IIIA-29. Fall 2009 Full-time Faculty Obligation Compliance by District
- Item IIIA-30. Job Description/Agenda Items: Help Desk Technician, Lead Systems Programmer/Analyst, Director of Management Information Systems, and Executive Dean of Technology and Information Systems
- Item IIIA-31. Job Posting, Dean of Student Services
- Item IIIA-32. Consultant Search for Superintendent/President Workshop
- Item IIIA-33. Job Description/Agenda Item: Risk Manager
- Item IIIA-34. Job Description/Agenda Item: Human Resources Specialist
- Item IIIA-35. Job Description/Agenda Item: Human Resources Compliance Coordinator
- Item IIIA-36. Internal Announcement for Faculty Positions
- Item IIIA-37. Hiring Prioritization for Full-time Faculty Memo, April 16, 2009
- Item IIIA-38. [Academic Senate Minutes, June 4, 2009 \(Item 2.2, Faculty Hiring Canceled\)](#)
- Item IIIA-39. Number of Course Sections for Fall 2008, 2009, and 2010
- Item IIIA-40. List of Positions Filled in 2008-2009 and 2009-2010
- Item IIIA-41. College Council Minutes, March 4, 2009 (Item 5. Recruitment and Hiring Procedures)
- Item IIIA-42. Management Handbook
- Item IIIA-43. College Council Minutes, March 4, 2009 (President's Report, Policy Review)
- Item IIIA-44. Board of Trustees Minutes, October 14, 2008 (Board President's Report)
- Item IIIA-45. Fair Employment Representative List

- Item IIIA-46. Selection Committee Confidentiality Statement
- Item IIIA-47. Fair Employment Representative's Procedure and Script
- Item IIIA-48. Classified and Management Reference Checklist
- Item IIIA-49. Administrative Procedure 7120, Recruitment & Hiring Procedures
- Item IIIA-50. Board Policy 7100, Commitment to Diversity
- Item IIIA-51. Equal Employment Opportunity Plan
- Item IIIA-52. Culture Craze flyer May 14, 2009, and May 5, 2010
- Item IIIA-53. Culture Diversity Training Workshop Announcement
- Item IIIA-54. Museum of Tolerance Trip Announcement
- Item IIIA-55. Black History Month Celebration Announcement
- Item IIIA-56. Fair Employment Representative Training Announcement and Sign-in Sheet
- Item IIIA-57. Fair Employment Representatives' Script
- Item IIIA-58. LawRoom Anti-harassment Training for Supervisors
- Item IIIA-59. Staff Diversity Workshop Survey, May 2009
- Item IIIA-60. Staff Diversity Committee Minutes, October 16 and November 20, 2009
- Item IIIA-61. Applicant Pool Ethnicity Statistics
- Item IIIA-62. Student Diversity, Fall 2009
- Item IIIA-63. Equal Employment Opportunity Plan
- Item IIIA-64. Staff Development Funding Email Announcements
- Item IIIA-65. Upward Mobility Procedures/Forms
- Item IIIA-66. Staff Development Survey
- Item IIIA-67. Staff Development Travel Reimbursement Record, 2008--2010
- Item IIIA-68. P.R.A.I.S.E. Report
- Item IIIA-69. 2008-2009 Recruitments
- Item IIIA-70. Faculty Hiring Prioritization

## Standard IIIB. Physical Resources

*Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.*

*IIIB-1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.*

### Description

The College is located in the Southern California High Desert on the north side of the San Gabriel Mountains. Currently this is a single-campus College of 253 acres which is adjacent to the historic Mojave River and centrally located near the three major cities it serves: Apple Valley, Hesperia, and Victorville. The site consists of 41 buildings and major College infrastructure including roads, voice-over internet protocol (VOIP) telephone systems, high voltage electrical service, primary water service with operating water wells, fiber optics system, and a medium service natural gas distribution system. The campus surrounds a centrally located five-acre, man-made lake that was constructed as a stock watering pond during the early ranching days of the Mojave Basin.

The College also serves the communities of Adelanto, Lucerne Valley, Phelan, and Wrightwood. There is sufficient land base to accommodate the ultimate capacity of the Facilities Master Plan (Item IIIB-16) and still allow portions of upper and lower campuses to be most effectively utilized for asset management purposes should the opportunity arise.

Historically, the High Desert has been sparsely populated with some concentration of population in the three major communities. Approximately 380,000 citizens make the High Desert their home with 65.2 % identifying as white, and 34.5% of Hispanic origin. Population growth is expected to slow through 2014; however, areas along the south side of the Interstate 15 corridor are expected to grow up to 5.3% (Item IIIB-13).

The District owns three additional properties. The first is 160 acres of unimproved land in the Baldy Mesa area eight miles west of Highway 395. This site is on a county dirt road over one mile from the nearest paved road. Only partial utilities are available to the site at this time. A second property is a recently purchased 55 acre parcel located in Hesperia on the corner of Main Street and State Highway 395. This westside site is intended to accommodate a workforce development complex and to obtain eligibility for center status when fully developed (Item IIIB-20).

The third parcel is located in the town of Apple Valley, approximately 15 miles northeast of the main campus near the intersection of Johnson Road and Navajo Road. The District has a lease

agreement with the Apple Valley Fire Protection District (AVFPD) to utilize approximately 9 acres of an approximately 13 acre parcel to develop a Public Safety Training Center for fire technology, emergency services, and administration of justice programs. This eastside facility is funded and scheduled for completion in December 2011 (Item IIIB-21).

The original buildings of the main campus were constructed in the early to mid 1960's. The Facilities Master Plan (Item IIIB-16) adopted by the Board of Trustees in 2008 focused on the renovation of campus facilities identified as being in need of updating, renovating, or replacing. These are identified and reported in the District's annual Five-Year Capital Outlay Construction Plan (Item IIIB-19) and the annual Scheduled Maintenance Request reported to the State of California. The passage of local Bond Measure JJ for \$297.5 million in November 4, 2008, will help to fund these needed renovations and repairs as well as build new facilities on the main campus and at the new Eastside and Westside Centers (Item III-22).

The institution evaluates the sufficiency of its classrooms, lecture halls, laboratories, and other facilities through the Facilities Committee (Item IIIB-5). This participative governance group consists of all constituents on campus, including individuals from management, classified staff, students, faculty, and a member of the Board of Trustees. The Facilities Committee (Item IIIB-5) was formed in 2003 and meets monthly. Discussion largely centers on the needs of instruction, and the Educational Master Plan (Item IIIB-7) which in turn drives the need for new or improved facilities.

The Facilities Committee (Item IIIB-5) is also a forum for evaluating how effectively facilities meet the needs of programs and services. The institution uses an annual Space Inventory Report (Item IIIB-10) as an evaluating tool to measure how effectively space is utilized. This yearly report is submitted to the State of California to show need for new facilities. Facilities are also annually assessed and documented in the State's Fusion Planning and Assessment web site (Item IIIB-10). To assist the Facilities Committee (Item IIIB-5) in July of 2010, a Room Use Analysis (Item IIIB-23) was conducted to identify the percentage of efficiency of every lab and lecture room on campus.

As of June 30, 2010, the assessed value of the College facilities dedicated to improving instructional effectiveness was estimated at \$193,988,576. Additionally, equipment dedicated to maintenance, operations, and infrastructure (i.e., lawn mowers, back hoes, vans, etc.) exceeded \$1,000,000.

The College assures the safety and sufficiency of its facilities and equipment through periodic and annual inspections, whether on the main campus or at any off campus center or location. Annual inspections of District-owned facilities and equipment are completed annually by the District's insurance administrators Keenan and Associates (Item IIIB-1) and the city of Victorville's Fire Department (Item IIIB-3) findings are shared with the District's Facilities Construction and Maintenance and Operations departments, and the Environmental Health and Safety Committee (Item IIIB-4).

In addition, continued safety training of staff insures the proper usage and continued reliability of all equipment.

The College also utilizes an electronic work order program (Item IIIB-6) available to all staff to alert the Maintenance and Operations department of any safety issues, repairs, or upkeep of all areas of the campus. All reported safety concerns are evaluated and addressed within an 8-hour period.

All District construction, whether new or renovation, is constructed to the highest level of the State building codes (Item IIIB-12) and within all Americans with Disabilities Act (Item IIIB-24) requirements and complies with all fire, life safety, and access thresholds to meet the Department of State Architect's (Item IIIB-25) requirements.

*IIIB-1a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.*

**Description**

Understanding of the critical connection between successful learning and a positive learning environment, the College is committed to developing new facilities and providing improvements and enhancements to existing facilities and equipment to support the continuing rapid growth in student enrollment.

The College has identified additional needs created by continuing growth in student population, advances in technology, the Educational Master Plan (Item IIIB-7), and demand for expanded instructional programs. The District's Facilities Committee (Item IIIB-5) plans, evaluates, and recommends these proposed facilities and equipment to be included in the annual Five Year Capital Outlay Construction Plan and Annual Space Inventory Report (Item IIIB-19 and Item IIIB-10). In order to be included in the plan, a proposed facility must not only be a desired addition to the campus, it must also be supported through efficient utilization of existing spaces and programs.

This is evaluated through a Room Use Analysis Report (Item IIIB-23) which depicts the assignable square footage (ASF) calculated with the weekly student contact hours (WSCH) generated, giving a percentage of overall actual usage of the room. This percentage shows the earning potential of the program. Any percentage over 100% can then be equated into justification for additional ASF. For example:

Table III- 4. Room Use Analysis

**LABORATORY CLASSROOMS**

Building Name/Number & Discipline	Room #	ASF	WSCH Capacity	Actual WSCH	% Used	Notes
<b>Administration Bldg #10</b>	<b>No Laboratories</b>					
<b>Child Development Center Building #12</b>	<b>129</b>	<b>704</b>	<b>274</b>	<b>1,455</b>	<b>531.0%</b>	
<b>Music Building #20</b>						
Music	01	2,168	844	1,159	137.3	
Music	03	748	291	915	314.4	
Music	03A	32	12	0	0.0	
Music	03B	58	23	0	0.0	
Music	04	56	22	0	0.0	
Music	06	2,736	1,065	1,349	126.7	
Music	07	1,208	470	860	183.0	
Music	TBA			48	0.0	
<b>Subtotal</b>	<b>07</b>	<b>7,006</b>	<b>2,727</b>	<b>4,331</b>	<b>158.8%</b>	

Based on the example, the music building used 58.8% over what the existing ASF should support; 58.8% divided into the ASF demonstrates the need for an additional 4,119 square feet of instructional space. This information is then used for planning and justification for expanded or new facilities.

The College also utilizes the Educational Space Quantification and Facilities Master Plan (Item IIIB-16), which provides a foundation upon which the instructional and support service facility needs of the District, can be addressed and met over the next 18 years. The Facilities Master Plan (Item IIIB-16) provides guidelines for decision-making and action and ties directly into the Annual Space Inventory and Five Year Capital Construction Plan reports (Item IIIB-10 and Item IIIB19).

The District has hired trained architectural and educational planning consultants to help address the issues of space inventory and how we report the use of this space on our annual report. The findings of this report will assist the College in obtaining future facilities needed to meet the needs of the community and the rapid enrollment growth.

Currently the College capital construction is moving forward with construction of the Public Safety Training Center (Item IIIB-21) which broke ground in August 2010. Located in the town of Apple Valley, this project is funded from the passage of a local Bond Measure JJ in November 2008.

Additionally the College has an approved final project proposal (FPP) for an addition to the existing science facility. This project is waiting for funding approval by the Department of Finance. The scope of this project will double the lab space of the existing facility.

Other projects entering the planning stage are:

- Student Services One Stop Center
- Health Professions Building
- Student Services 1 and 2 conversions
- Green / Career Technology Building
- Visual / Performing Arts Lab
- Humanities / Social Science Building
- Campus-Wide Parking improvements
- Nursing Building Modernization
- Practice Fields/ Athletics Complex
- Art and Music modernization
- Liberal Arts modernization

In addition to these new building proposals comprised of State and locally funded projects, the College is exploring community partnerships. The College continues to submit applications for a variety of grants supporting additional facilities, and has provided local funds for facilities improvements.

Additionally, the College annually evaluates the condition of existing facilities to create a prioritized list of maintenance projects that require funding during the subsequent five years. The Five Year Scheduled Maintenance Plan (Item IIIB-26) is supported through combined State and local funding. The assessment and replacement of equipment is ongoing in order to provide for changing needs in classrooms and work areas to make the environment safe and ergonomically correct for students and staff. The Director of Maintenance and Operations, the Environmental Health and Safety Committee, and Keenan and Associates (Item IIIB-4 and Item IIIB-1), the District's insurance program administrator, have been completing campus tours, evaluating work stations, and training students and staff to ensure an ergonomically safe working environment. These trainings will help to reduce the number of workers' compensation claims and the dollars spent addressing these claims. The Maintenance Work Order System (Item IIIB-6) is available to all campus staff to electronically report any required repair or upgrade issues directly to the Maintenance and Operations department. These work orders are prioritized and addressed on an ongoing basis.

The College annually evaluates the utilization of existing spaces to determine efficiency and needs through the Room Use Analysis and Annual Space Inventory reports (Item IIIB-23 and Item IIIB-10). The College contracts with professional consultants to assist with the study and preparation of these reports. The Space Inventory Report (Item IIIB-10) is combined with increased enrollment and changing instructional needs that provide critical data in the preparation of the Five Year Capital Outlay Construction Plan (Item IIIB-19). Requests for new and renovated facilities are prioritized and State funding is aggressively pursued. The Facilities Committee (Item IIIB-5) has established an Administrative Procedure (Item IIIB-27) and Facilities Renovation-Remodel Request form (Item IIIB-28) in which faculty and staff can request remodels/renovations of their classroom, lab, or work space. This process allows the Facilities Committee (Item IIIB-5) to evaluate, prioritize, and recommend to the Superintendent/President projects based on safety, demonstration of need, and available funding.

*IIIB-1b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.*

### **Description**

Physical facilities are constructed and maintained to ensure access, safety, security, and a positive learning environment. The previous self study addressed the need for maintaining budget support for the Maintenance and Operations Department (M&O) areas. The M&O Department has budget support for personnel, equipment, tools, vehicles, and supply resources to maintain the campus at a quality level. The department is encouraged to seek better ways to complete their tasks through staff development activities, trainings, consultants, and equipment. The department is currently funded for 9 maintenance, 8 grounds, and 16 custodial personnel, as well as a Director and a clerical support position (Item IIIB-18).

The design and construction of capital outlay projects for classrooms, labs, and other student services facilities are completed under Title 24 of the California Code of Regulations, also known as the California Building Standards Code (Item IIIB-29 and Item IIIB-12). All capital outlay projects are approved through the Division of the State Architect's (Item IIIB-25) office to meet guidelines for structural, mechanical, and access compliance.

Updating accessibility as a function of the Americans with Disabilities Act (ADA) (Item IIIB-24) is always an important part of the remodeling planning process. Signs have been placed in each classroom giving contact information should students need to report a compliance/access issue not met in the facility.

The Victor Valley College Foundation was successful in obtaining a grant totaling \$50,000 from the County of San Bernardino. Funds were used on the upgrade of six doors in the Liberal Arts building to make them more accessible and to comply with ADA standards. The doors were equipped with push plates to automatically open when pressed.

When planning remodeling projects, the College improves accessibility by adding automatic doors, automatic door openers, ramps and compliant doorway thresholds, and improvements to paths of travel. Approved signage with contact numbers is also in place on all automatic doors on campus. The Director of Maintenance and Operations works directly with the Director of Disabled Student Programs and the District's Environmental Health and Safety Committee (Item IIIB-4) to ensure disabled student accessibility needs are met.

The existing 70' freestanding elevator tower at the bottom of a sheer cliff connects the upper and lower campuses, recognizing the need for even greater reliability and accessibility for both able and disabled students. The College currently has two elevator cars installed in the tower with the capability of installing a third. The College maintains and operates a total of 9 elevator cars in various buildings on campus listed below:

- Advanced Technology Center (1)



- Student Activities Center (2)
- Library (2)
- Tower (2)
- Gymnasium (1)
- Performing Arts Center (1)

The College has a well-developed maintenance program through which there is a systematic refurbishment of classrooms and other facilities campus wide. Major maintenance projects are funded through the state's Scheduled Maintenance Program (Item IIIB-26). Among the projects completed in the last four years are: re-roofing, electrical distribution systems, upgrade of Performing Arts Center sound and lighting systems, classroom carpeting, parking lot safety repairs, and heating and cooling systems renovation.

Classrooms are repaired and repainted on a three-year cycle and work orders can be submitted electronically online (Item IIIB-6). All work orders regarding safety hazards are addressed immediately.

In January and June of 2010, two separate assessments of the campus facilities were completed. The first is by the Maas Company who is contracted with the state and will download the report into the assessment module of the FUSION system that community Colleges use for capital planning, assessment, and space inventory reporting. The second is by Keenan and Associates, the District's insurance program administrator (Item IIIB-2). Both completed reports provide a basis for prioritizing maintenance projects. The reports indicated that more buildings than previously anticipated were in need of repair, upgrading, or replacement.

The College continues to replace classroom and office furniture to ensure safety, sound ergonomics, and accessibility for all staff and students. An Environmental Health and Safety Committee (Item IIIB-4) was recently formed consisting of all constituents on campus. This committee conducts regular meetings to review and ensure that all aspects of safety are addressed regarding the physical resources on campus.

The College has long recognized that traffic safety is a very important issue for the College. The increase in the number of students is reflected in an increase of traffic entering and exiting the campus as well as the growing demand for additional parking spaces. As the internal traffic and the traffic on Bear Valley Road (the only route to the campus) increases, both the entries at Jacaranda and Fish Hatchery Road present safety concerns. The College is working closely with the cities surrounding the campus to coordinate efforts to improve traffic related problems. These campus flow concerns have likewise been addressed in recent studies and recommendations by the Facilities Committee (Item IIIB-5), professional traffic consultants and the City of Victorville traffic department. Changes are currently being made on campus to redirect the flow of traffic to reduce accidents.

The College is a partner in a California Department of Transportation grant to improve Bear Valley Road, which includes a traffic light and intersection improvements with a proposed Park-

N-Ride facility at Fish Hatchery Road. The traffic light was completed in late August 2010. These projects will provide for greater safety when entering and exiting the campus, as well as aid in the reduction of air pollution in the High Desert.

The College is also working with the City of Victorville and traffic engineers to identify and create additional and improved points of entry for the campus, creating better traffic circulation and access for students and staff. Improved and controlled intersections, crosswalks, and signage will be incorporated.

The College has successfully abated asbestos-containing sprayed-on fireproofing and insulating material from all its buildings and mechanical rooms on campus. Copies of these records are kept in the Maintenance and Operations office.

The College maintains a safe environment through the use of trained security professionals and technology. Campus Police patrol the campus twenty-four hours a day. Campus Police are sworn police officers. Most buildings on campus have security systems including video surveillance. The campus police department patrols the campus with squad cars, T-3 motion transporters, mountain bikes, and foot patrol.

Instructional technology systems and equipment are developed and maintained to ensure computer information and data are accessible, safe, and that confidentiality is maintained for all student and employee records. These main systems are housed in the Technology Center and are backed up by a battery back-up power supply system and a back-up generator system.

The College aggressively pursues a program of surveying all equipment in order to maintain the inventory to ensure that equipment, (i.e., chairs, desks, and workstations) remain in good condition to provide safe, comfortable, and efficient learning and working environments for students and staff.

Energy efficiency is extremely important to the educational setting as well as the financial well being of the College. Eleven of the largest and most utilized buildings on campus are cooled through the central plant chillers. Well water is pumped from the ground at approximately 53 degrees, and then circulated through the buildings as a pre-cooler to the system. It is then pumped back to the central plant and used as condensing water for the chillers and cooling towers, after which it is returned to the lake. The water is then pumped from the lake to irrigate the campus landscaping and thereby returned to the aquifer. This unique system continues to save thousands of dollars on utility costs each year. This system and its unique design received an Energy Conservation Award from Southern California Edison as a result of its energy savings design.

All new lighting fixtures installed are energy efficient T8 type fixtures and ballast and most buildings are on a computerized energy management system. Inventory is the responsibility of Purchasing and Warehousing. Computerized records are kept of all capital equipment. Information Technology (IT) handles computer equipment and software separately. Annual random audits of physical inventory are made by Warehousing to confirm location and condition.

Student classroom furniture is continuously upgraded to ergonomic computer work stations and chairs. Every lab is ADA accessible. Employee work equipment has also been upgraded to ensure work effectiveness and efficiency. Requests for ADA compliant furniture are submitted electronically to the Maintenance and Operations department each semester to meet the needs of students with disabilities.

*IIIB-2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.*

**Description**

The College understands the critical connection between successful learning and a positive, reinforcing learning environment. This understanding is demonstrated throughout the campus. The continuing growth in student enrollment must be supported with an increasing number of classrooms, labs, and service facilities that are technologically current, safe, and accessible.

Plans for future facilities are tied to Program Review where departmental self-studies are conducted and plans for program evaluation and planning occurs. Through educational planning, budget development, and institutional research, Program Review looks at the needs of physical resources to support the institutions programs and services on a regular basis.

The annual Five Year Capital Outlay Construction Plan (Item IIIB-19) is a fundamental tool in the support of educational planning. If the results of the current educational planning efforts call for adjustments in proposed projects for the next Five Year Capital Outlay Construction Plan, they will be made. If, on the other hand, they confirm what has been proposed, project planning proceeds with the assurance that it is responsive to the rapidly changing community needs and the role of the College within it.

Physical resources planning must involve all levels of the institution so that new and renovated facilities address instructional needs identified in the Educational Master Plan (Item IIIB-7) and also meet the needs of students, faculty, and staff. When a new capital outlay project is conceived, a special ad hoc committee is formed. This committee includes the College's architect; special consultants as needed; faculty; administrators; maintenance, operations, and instructional technology personnel; security; and other interested staff. Meetings are held periodically until a conceptual design is ready to be turned into working documents.

When remodeling of facilities is required, all end-users, IT, Maintenance and Operations, communications, and other staff participate in the planning, scheduling, and development of these smaller projects to create an enhanced facility that meets instructional needs.

Updating ADA accessibility is always an important part of any remodeling planning. Selection, maintenance, inventory, and replacement of equipment are conducted through a coordinated process involving faculty, staff, and administration in support of the College's Educational Master Plan (Item IIIB-7). All equipment is coordinated and purchased through the Purchasing

Department. Those who work with equipment identify needed new and replacement equipment at the line level. Their suggestions and requests are forwarded through meetings with their supervisor, who in turn completes the formal budget request document. Equipment needs are identified in the Program Review process. The current budget planning process provides for equipment needs.

*IIIB-2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

**Description**

Selection, maintenance, inventory, and replacement of facilities and equipment are conducted through a coordinated process involving faculty, staff, and administration in support of the College Educational Master Plan (Item IIIB-7). Program review is a major source of information regarding future physical resource needs. When the Five Year Capital Outlay Construction Plan (Item IIIB-19) process indicates a new facility can be supported as a result of the shortage of space and the increase in students and classroom productivity, the College begins the development of new space. This phase of planning and the subsequent construction covers a period of four to six years. In accordance with formulas utilized by the State, maintenance and operations funding is allocated to the College within one year of the date the new facility is occupied. During the initial period of use, the College absorbs the increased operations costs of utilities, supplies, and human resources.

Capital renewal costs over the next 10 years would be required to maintain the current Facilities Cost Index. The estimated repair cost for all deficiencies at the College is \$38,661,969 based on current industry standards.

The College in conjunction with the Chancellor's Office Department of General Services contracted to perform a Facilities Assessment in December 2009. The overall Facilities Condition Index (FCI) of the facilities at the College is 19.93% and is typical of what is found for facilities of similar age, type, and function across the nation. This is a "fair" FCI (as defined by the Association of Higher Education Facilities Officers) and the facilities are generally well maintained. (An FCI of 10% and above is considered poor). The majority of the deferred maintenance requirements are of the type that can be renewed without demolition of the facility (i.e., mechanical and electrical systems, wall and floor finishes, and exterior doors and windows).

Nearly every new capital outlay project is supported by a new equipment allocation which is released to the College after the new project reaches 50% of completion.

*IIIB-2b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.*

### **Description**

Physical resource planning involves all levels of the institution to ensure coordination with the Educational Master Plan (Item IIIB-7) and Program Review process. The existing process provides for input from all areas of the campus community.

Long range planning in the Facilities Master Plan Focus Group includes: faculty, students, staff, management, administration, board representatives. In addition, the specific project design groups include the College architect and specialized facilities consultants, a technology consultant, communications and IT staff, maintenance and operations staff, end users, and other interested staff. Also included in all capital projects are representatives from local utilities such as Southern California Edison, Southwest Gas, and others who provide possible substantial rebate dollars when the project is designed with energy savings in mind. Opportunity is provided for constituents to brief their representative groups and return with suggestions and other responses.

### **Evaluation, Standard IIIB**

**Standard IIIB-1:** The institution has sufficient and appropriate physical resources to support its purposes and goals. Along with the continuing high rate of growth, the College has identified additional needs created by the even faster growth of technology and its related features, such as access for personal lap top computers, access to the Internet, and online delivery of educational programs.

The College has addressed many of these needs through the Facilities Committee (Item IIIB-5), five-year capital planning process, and guidance from the Educational Master Plan (Item IIIB-7) and the Facilities Master Plan (Item IIIB-16), incorporating these needed technologies into recently constructed facilities.

In early 2008, the 46,620 square foot Technology Center was built (Item IIIB-30). This building is the hub of computer related training activities. The new center houses 20 multi-purpose computer laboratories equipped with state-of-the-art smart classroom technology facilitating instruction in a wide variety of disciplines. Students are able to access the web, process documents, design buildings, create animated movies, and learn basic computer programs and much more. The main feature of the Technology Center is a computer mall that runs the full length of the building. This open mall area enables individual or group instruction and is equipped with laptop docking stations and wireless service.

Also in early 2008, the 20,563 square foot addition to the existing Performing Arts Center was completed (Item IIIB-31). The construction of this facility supplements the existing theater facility with a new drama studio, rehearsal studio, expanded green room and scene shop. The addition also showcases new make-up labs and dressing rooms for men and women, costume construction lab, lighting shop, and computerized design studio. In addition, four large labs with smaller break-out spaces have been provided for the facilitated instruction of Communications courses.

Unique features to the addition to the Performing Arts Center include labs equipped with the latest in smart classroom technologies acoustically designed so several speech courses can be taught simultaneously without disturbing neighboring classes. A new fire access way was constructed at the west and north sides of the existing Performing Arts Center to provide adequate emergency access for fire vehicles, and a new lakefront pedestrian walkway allows for easier access between the new facility and the existing buildings on campus.

The College opened the doors to the Adapted Physical Education Center during the summer term 2009 (Item IIIB-32). It includes a dance studio, adaptive physical education exercise room with specialized equipment, a classroom, lockers, and bathroom and shower area.

Continuing to implement the Facilities Master Plan (Item IIIB-16), the College will begin construction on a new Eastside Public Safety Training Center (Item IIIB-21) located in the eastside of the service area. Also being developed are scoping documents to support the construction of a planned One Stop Student Services Center on the main campus. An addition to the existing Science building has been planned and submitted to the State as a final project proposal with the District supporting matching funds provided by Bond Measure JJ (Item IIIB-22).

Until recently the College had been successful in yearly applications for funds to support the scheduled maintenance program receiving, on average, \$300,000 annually in State support. Projects already identified and typical for these ongoing efforts include: refurbishment of high voltage electrical equipment, replacement of underground phone lines, roof replacements, and refurbishment of mechanical air handlers. Due to the lack of State funding, no scheduled maintenance requests have been funded for the past three years; hence the College has had to rely on a portion of instructional equipment dollars to continue with needed scheduled maintenance repairs. The passage of a local Bond Measure JJ in November of 2008 has greatly helped to accomplish various scheduled maintenance projects (Item IIIB-22).

The College will continue its efforts in strengthening the quality of its maintenance, custodial and grounds operations through annual customer satisfaction surveys. Results will be analyzed and appropriate action will occur given the information provided.

Budget augmentations must continue where possible in the form of increasing appropriations for the Maintenance and Operations department to keep pace with the expansion of the campus facilities and the growing student population.

The Director of Maintenance and Operations and staff from that department directly participate in master planning activities and budgeting. The Director and maintenance staff are also members of the Facilities Committee (Item IIIB-5). This provides one channel for communications that ensures safe and sufficient physical resources and linkage to the planning and decision-making processes. This has occurred during the past years and will continue in the future to support the annual maintenance and operations goals and objectives for the future.

**Standard IIIB-1a:** In February 2008, a new state-funded 34,000 square foot Technology Center was completed. The center is a wonderful addition to the campus. It is equipped with the latest

in smart classroom technology and provides over 600 computer work stations in an open mall environment for students (Item IIIB-30).

February 2008 was also the completion date for a 20,563 square foot addition to the existing Performing Arts Center. This addition provides specialized lecture/laboratories and studios for the speech/communications and dramatic arts classes including a new black box theater where state of the art sound and lighting were installed for theater performances (Item IIIB-31).

June 2009 saw the completion of a new Adapted Physical Education center. This 12,000 square foot facility provides the College and community with a state of the art weight training facility for disabled students. It is equipped with very specialized equipment that allows the disabled to build strength and rehabilitate the entire body. The facility also is equipped with a modern dance studio that supports physical education and performing arts classes (Item IIIB-32).

During 2008 the College also completed \$7,000,000 in campus energy efficiency projects. These projects included installation of two new 750 ton chillers and new cooling towers at the central plant. New hydronic piping and larger capacity circulating pumps were added allowing tie in of additional buildings to the central plant. Complete air handler replacements and energy efficient lighting were also installed through out campus (Item IIIB-33).

Currently this past June 2010 the College completed the construction of a one megawatt concentrated solar installation on the lower campus with Solfocus, Inc. This solar project is currently the largest of its kind in North America for concentrated solar and provides the campus with 1/3 of its overall electricity demand (Item IIIB-33).

In December 2008 the College opened The Center for Enhancing Life Skills in downtown Victorville (Item IIIB-34). The center supports local residents in improving their lives through educational programs dedicated to improving their eligibility for work and improvement of citizenship skills. The center was established with the Hispanic Chamber as a co-sponsor and to work cooperatively with the City of Victorville, Victorville School District, Victorville Chamber of Commerce, San Bernardino County, and other appropriate agencies to ensure the success of the center.

The College has recently resurfaced and completed repairs to parking lots # 5, 6, 7, 8, 12, 16, 17 and 18 and sections of Fish Hatchery Road, eliminating safety issues and creating additional parking for students, faculty, and staff.

Working with the City of Victorville in a jointly funded project, a much needed traffic signal was installed at the corner of Bear Valley Road and Fish Hatchery Road. This light will provide safer, more accessible access while transiting on and off the campus.

Recognizing that the College's grounds were in need of improvement, the College embarked on the first phase of a sustainable landscaping project to beautify the campus while addressing the goal of creating sustainability and environmental stewardship and establishing a cost savings in maintenance requirements.

Approximately 20% of all classrooms and parking lots are refurbished each year to ensure that campus physical facilities are maintained at a quality level.

The College will continue providing high quality maintenance, custodial, grounds, and physical plant operations. However, the impact of recent budget reductions and personnel shortages continues to take its toll on existing staff.

Facilities planning is ongoing. Needed projects will continue to be identified, planned, and scheduled through the Facilities Construction and Maintenance and Operations departments and the Facilities Committee (Item IIIB-5).

A room-by-room space utilization study of the instructional facilities based upon enrollments in Fall 2009 provided significant information for the Five Year Capital Outlay Construction Plan (Item IIIB-19). Telling documentation from those studies are outlined as follows:

Lecture

Based on available lecture space of 17,994 ASF having a lecture WSCH capacity of 41,945, the actual current on-campus WSCH being earned totals 31,690. This would translate to a utilization of 75.6%, or its reciprocal expressed as a capacity / load ratio of 132.4%. This number can be misleading; it also means that the lecture space on campus sat vacant 24.4% of the time. Portions of the actual generated WSCH were produced at off campus locations and delivered via on line courses, demonstrating that the College allegedly has a moderate abundance of lecture space. This is not abnormal for community colleges due to a the state calculating lecture space at 15 square foot per student station and the uniform building code for occupancy calculating at 20 square foot per student station making it mathematically impossible to get 100% utilization out of lecture space.

Lab

Based on available lab space of 119,600 ASF with lab WSCH capacity of 43,599 and actual generated WSCH of 90,111, this demonstrates lab space provided on campus was used at 206.7 % efficacy. Or its reciprocal expressed as a capacity / load ratio of only 48.4%. This means there is currently a serious shortage of laboratory space on average throughout the campus.

The College will ensure the continued quality of its maintenance, custodial, and grounds by employing the use of customer satisfaction surveys, cross training, and use of employee rotation to gain broader knowledge of facility needs.

The Maintenance and Operations staff will be pursuing a more aggressive approach to preventative maintenance of its facilities with information gained from these surveys.

The College continues to complete funded projects in a timely manner. The maintenance department uses a system of priority ranking work order (Item IIIB-6) requests that are received electronically and by phone. All requests to keep the teaching and study environment working are second only to safety issues. With the Energy Management System serving nearly all buildings on campus, the computer monitoring of all critical buildings functions ensures a healthful learning and teaching environment.

**Standard IIIB-1b:** According to the campus climate survey conducted in Fall 2010 (Item IIIB-35), 54% of individuals agreed that buildings on campus provide a conducive work environment.



In addition, 66% of individuals agree that reports of construction progress are regularly communicated to the campus community.

To improve efforts to meet the legal requirements for holding regular College level safety meetings the College has established sub-committees for buildings/organizations and regular scheduled meetings.

Continuing efforts from the Health and Safety Committee, Risk Management, and Keenan and Associates (Item IIIB-4 and Item IIIB-1) to tour the campus have begun. The tours consist of the representative visiting as many areas as possible to look at ergonomic issues and training individuals on how best to set up and use their work stations to help avoid issues such as wrist, neck, or back strain.

To understand the future needs of the Maintenance and Operations (M&O) department at the College, it is necessary to refer to the basic facts section in the Annual Report of Institutional Effectiveness (Item IIIB-36) stating unduplicated headcount increased from 10,937 to 13,190 over the past five years.

Looking at this projected growth, as well as comparing staffing of 47 other community Colleges in the Maintenance and Operations Staffing Comparison Self Study (Item IIIB-18), it is apparent that plans to request the hiring of more M&O staff is necessary to meet these growth needs.

**Standard IIIB-2:** Physical resource planning involves all levels of the institution to ensure coordination between infrastructure and the Educational Master Plan (Item IIIB-7) and physical resource priorities, planning, and budget allocation are based on the potential contribution to the achievement of student learning outcomes.

The College annually files a Five Year Capital Outlay Construction Plan (Item IIIB-19). This plan is reviewed and approved by the Board of Trustees and includes the Initial Project Proposals for new facilities. The plan also includes the Final Project Proposals for projects proposed in previous years and found to meet the statewide basic criteria for project development.

Also filed is a five-year projection and request of Scheduled Maintenance (Item IIIB-26) projects and State funding to support those request. Both capital construction projects and scheduled maintenance projects are reviewed by the facilities committee (Item IIIB-5) evaluated and prioritized prior to sending forward for State approval.

The College files a Space Inventory Report annually (Item IIIB-10). This report identifies the ways in which existing space is utilized and assesses the efficient use of space. This report is a critical and essential component of any request for new facilities.

Technological infrastructure, equipment, and scheduled maintenance are assessed annually to meet the needs of educational programs and services. The College has established a prioritized list of needed scheduled maintenance and information technology infrastructure that are scheduled to be addressed.

**Standard IIIB-2a:** When planning for future facilities to meet growth and change needs of students, the College previously has not budgeted for the increased costs of maintenance and operations personnel augmentation that will be needed when the completed facility is occupied.

The equipment allocation made for most capital outlay projects does not cover the total cost of ownership (TCO) for new equipment. Older equipment with useful life remaining is added to the inventory of the new facility. The passage of Bond Measure JJ (Item IIIB-22) in November 2008 will help to offset the cost to replace this equipment at the time of occupancy. The state does provide annual funds in the way of instructional equipment monies to the District. These funds are based on the amount of FTES generated by the District in the previous fiscal year.

**Standard IIIB-2b:** Physical resource planning and evaluation support institutional goals and are coordinated with the Educational Master Plan to generate the Five Year Capital Outlay Construction Plan (Item IIIB-7 and Item IIIB-19). Aiding in the development of the Five Year Capital Outlay Construction Plan (Item IIIB-19), allocation of equipment budgets guide the development of planned equipment purchases.

The institution should continue the improvement of its processes by engaging in systematic and integrated educational, financial, physical, technical, and human resource planning, including the implementation of outcomes measures with clear documentation of achievement, and identified priorities for improvement.

The Educational Master Plan (Item IIIB-7), Facilities Master Plan and Technology Plan (Item IIIB-16) recommendations need to be supported with good institutional assessment and research data. A process of linking the various plans of the College is through the Educational Master Plan (Item IIIB-7).

In addition to long-range planning established by the College, the Associated Student Body (ASB) meets annually to develop goals and objectives for the coming year (Item IIIB-17). Some of their goals have included additions and enhancements to physical resources of the College. From the planning retreats of July 2010, the following list of student requests was presented. All of these needs will be prioritized and accomplished based on available funding.

- To improve the security and safety of our students while considering sustainable practices, the ASB desires installation of motion sensitive lighting.
- The ASB strongly urges the Vice President of Instruction/Student Services and the Curriculum Committee to provide additional research opportunities by expanding the Study Abroad Program.
- The ASB strongly encourages construction of a multipurpose stadium to serve the students' immediate athletic and academic needs.
- The ASB will work with administration to utilize the Academic Commons for multipurpose organization of student resources.

- In order to enrich the physical education curriculum, the ASB promotes construction of an Aquatic Training Facility.
- To continue the process of campus beautification and to promote sustainable practices, the ASB requests the provision of: environmentally friendly activities; updated and improved restrooms; and outdoor comfort and aesthetics.

Problems with parking are listed on student and staff surveys. It is often stated that parking is too distant from classrooms. However, comparison with parking ratios to the majority of other community college campuses shows that the College has a favorable parking ratio of 2500 available parking spaces for the approximately 13,000 students, or a ratio of 1 to 6. Partnering with Excelsior Education Center, the college will construct an additional 300 space parking lot on the upper campus planned for summer 2011. Additionally, an evaluation of the average walking time between parking and classroom shows it is less than a fifteen minute walk. At no time have all the parking lots been used at 100 percent. More handicap parking spaces have been added to accommodate disabled students.

### **Summary of Opportunities for Improvement, Standard IIIB**

The Facilities Master Plan (Item IIIB-16) is a living document and will continue to be a work in progress; therefore, these planning documents need to be flexible. Through annual evaluation, these planning tools help to ensure effectiveness and accuracy of the needs of the students, faculty, and staff (Standard IIIB-1).

Future planning of educational facilities is primarily based on the Educational Master Plan (Item IIIB-7). The College administration must continue to evaluate and update the Educational Master Plan (Item IIIB-7) to ensure future facilities will support the needs of the students and community of the Victor Valley.

The District will continue to self evaluate its policies and procedures. Continual updating of the Educational and Facilities Master Plans (Item IIIB-7 and Item IIIB-16) will be completed on a continuing basis to ensure they reflect the commitment of the District to meet the changing needs of the students and community (Standard IIIB-1a).

To improve the institutions efforts to meet the legal requirements for holding regular College level safety meetings, the Environmental Health and Safety Committee (Item IIIB-4) has implemented the following nine Cal-OSHA mandated programs through its insurance administrator:

- Ergonomics (Office) — T8 CCR 5110
- Injuries and Illness Prevention Program — T8 CCR 3203
- Chemical Hygiene Program — T8 CCR 5191
- Bloodborne Pathogens Program T8 CCR 5193
- Safe Work Practices — T8 CCR 1509

- Lockout/Tagout — T8 CCR 3314
- Hazard Communication Program — T8 CCR 5194
- Confined Space Entry Program — T8 CCR 5157
- Emergency Action Plan — T8 CCR 3220

The Director of Maintenance and Operations plans to work with the MIS department to create an annual survey, giving students, faculty, and staff an opportunity to voice their opinions on the areas of strengths and weaknesses of the Maintenance and Operations, Grounds, and Custodial departments of the College. Once the surveys are analyzed, the department will use this information to improve the institution by creating safer and more efficient physical resources, which will, in turn, foster student learning outcomes (Standard IIIB-1b).

The Director of M&O plans to request a sufficient budget to meet the department's staffing and equipment needs (Standard IIIB-1b).

The District will ensure that capital planning for future facilities, whether state or locally funded, will be in the best interest of the students and the District as a whole and reflect the needs identified in the Educational and Facilities Master Plans (Item IIIB-7 and Item IIIB-16 Standard IIIB-2).

The District will work diligently with faculty and staff through the Finance, Budget and Planning Committee (Item IIIB-35) to ensure adequate funds become available to support both the maintenance department and scheduled maintenance projects (Standard IIIB-2a).

The College plans to continue its commitment to see the long range Facilities Master Plan (Item IIIB-16) to completion, meeting the needs of the projected 20,000 plus student campus of the future. By continually drawing on updated documentation from the Educational Master Plan (Item IIIB-7), the College works to fulfill the future educational needs of the growing community and serving the students of the Victor Valley (Standard IIIB-2b).

### **Planning Agenda, Standard IIIB**

The Administrative Services Division will ensure that procedures for assessing and improving the College's physical plant operations are integrated into the existing annual review and resource allocation cycle for planning year 2011-2012 (Standard IIB-1b).

### **Evidence in Support of Standard IIIB**

- |              |  |
|--------------|--|
| Item IIIB-1. | Keenan and Associates, Annual Safety Inspection (report included)        |
| Item IIIB-2. | Keenan and Associates, Appraisal Report (report included)                |
| Item IIIB-3. | City of Victorville, Annual Fire and Access Inspection (report included) |

- Item IIIB-4. Environmental Health & Safety Committee
- Item IIIB-5. Facilities Committee
- Item IIIB-6. District's O.P.R.A. Work Order System
- Item IIIB-7. Educational Master Plan
- Item IIIB-8. Institutional Effectiveness Committee Agenda and Minutes
- Item IIIB-9. Technology Committee
- Item IIIB-10. California Community Colleges Facility Utilization Space Inventory Option Net (FUSION)
- Item IIIB-11. Live Time Work Order System
- Item IIIB-12. Uniform Building Code & Local Agencies Planning and Inspection
- Item IIIB-13. VVCCD Annual Report, 2009 (See Page 11 pertaining to growth)
- Item IIIB-14. Title 5, Division 6, Chapter 8, Subchapter 1, Section 57028
- Item IIIB-15. California Code of Regulations
- Item IIIB-16. Facilities Master Plan
- Item IIIB-17. Associated Student Body Goals and Objectives, 2010
- Item IIIB-18. Maintenance and Operations Staffing Comparison Self Study
- Item IIIB-19. Five-Year Capital Outlay Construction Plan
- Item IIIB-20. Workforce Development Center
- Item IIIB-21. Public Safety Training Center
- Item IIIB-22. Bond Measure JJ
- Item IIIB-23. Room Use Analysis
- Item IIIB-24. Americans with Disabilities Act
- Item IIIB-25. Division of the State Architect
- Item IIIB-26. Five-Year Scheduled Maintenance Plan
- Item IIIB-27. Draft of Administrative Procedure, Implementing Remodels
- Item IIIB-28. Facilities Renovation-Remodel Request Form

- Item IIIB-29. Title 24 of California Code of Regulations
- Item IIIB-30. Advanced Technology Center
- Item IIIB-31. Performing Arts Center
- Item IIIB-32. Adapted Physical Education Center
- Item IIIB-33. Energy and Environment Projects
- Item IIIB-34. Downtown Education Center
- Item IIIB-35. Campus Climate Survey 2010 (Facilities-related findings)
- Item IIIB-36. Finance, Budget and Planning Committee

## Standard IIIC. Technology Resources

*Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.*

*IIIC-1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, College-wide communications, research, and operational systems.*

### **Description**

College technology resources support the College's learning programs and services by providing students, faculty, and staff with appropriate hardware and software based upon instructional, student services, and other professional needs of users. The chief organizational unit that supports technology for the District is the Technology and Information Systems Division (Item IIIC-1), the chief administrator of which reports directly to the Superintendent/President. Since the 2005 accreditation visit, the District has reaffirmed its commitment to its technology resources by creating an Executive Dean position to oversee all administrative and academic computing operations under a single entity from network infrastructure, to management information systems, customer service, support and training. In addition, several major technology projects have been funded in order to update end-of-life campus systems, streamline workflows, and enable access for students to online instruction and services.

College technology needs are identified within departments and divisions, using the annual program review and planning process (Item IIIC-2). To further assist with planning and informed decision-making about the College's technology needs, a technology committee was formed as part of the participative governance system (see Administrative Procedure 1201; Item IIIC-3). The committee is comprised of full-time and adjunct faculty, students, classified staff, and management. The stated purposes for the technology committee are as follows:

- Provide recommendations to enhance, improve and expand communications including telephone, direct contact to campus users and emergency.
- Recommend policies and procedures regarding campus technologies.
- Monitor the adequacy of technology platform to support instruction, students and staff.
- Develop campus-wide technology plan and provides oversight for plan implementation and success. (Item IIIC-8)
- Monitor and assess campus-wide technology distribution and support in line with end- user needs.

In March 2008, the College engaged PlanNet Consulting to conduct an enterprise-wide assessment of its information technologies. Over a period of 16 weeks, PlanNet conducted a series of surveys and interviews with College management, faculty, and staff, as well as gathered and analyzed various technology documents. The results of the analysis were summarized in report (Item IIIC-4) which was used as a basis for re-evaluating the campus technology needs and will be used in the formulation of a District technology plan.

The Technology Committee evaluates on an ongoing basis the College's effectiveness in meeting the range of identified technology needs and makes recommendations to the Superintendent/President. Because the committee is comprised of different constituencies represented across the campus, it serves as a representative forum in which to discuss and evaluate whether or not campus technologies are effective. In addition to the Technology Committee, information technology staff members evaluate effectiveness of technology as it relates to campus-wide infrastructure needs, while end users across campus evaluate the effectiveness of technology in facilitating their meeting needs, both on an ad hoc basis. and on an annual basis using established program review, planning, and resource allocation process (P.R.A.I.S.E.; Item IIIC- 2).

Although there are many needs identified in the PlanNet report (Item IIIC-4), there have been improvement and progress to address some of the deficiencies identified.

*IIIC-1a. Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.*

**Description**

Given that almost all members of the College workforce are dependent upon its information technology systems, decisions regarding technology acquisitions, use, support, and improvements are designed to be vetted through the College's participative governance procedures (Item IIIC-2).

However, decisions about technology and professional support often start with individuals and departments identifying a need to support a current or new activity. Depending on the type of need, a decision regarding hardware and software may be made by an individual department without consultation with other departments potentially impacted by the new technology. For example, non-networked printers, instructional software, USB flash drives, or digital cameras are items often acquired without consideration of impact on campus infrastructure. If the hardware or software acquired has the potential to negatively impact the campus network or its support function, the information technology department in consultation with the technology committee will make recommendations to remediate or ameliorate that impact on current operational support systems.

In 2004, the College adopted Blackboard© as its learning management platform for its distance learning courses and programs. According to the PlanNet report, Blackboard performance and capabilities are generally regarded as suitable to the College's needs. However, that is not to say



there are no opportunities to improve. A combination of issues, including lack of training or distance education coordination, has hindered smooth adoption of Blackboard© across campus. Recently, a Distance Education Coordinator was recruited from among faculty and is working closely with the faculty and staff to develop better standards for distance education and online activities. A survey was distributed to faculty in November 2010 to gather information that will facilitate the improvements necessary to campus technology and support for its online instructional program.

In recent years, major improvements to the campus network have been addressed. This overhaul started with the most critical parts of the network, and is slowly expanding to the rest of the network. For the most part, the network operations center has been updated to provide increased system redundancy and storage. In addition, consideration for an environmentally friendly (or green) solution has been used. Even with this recent overhaul, much of the campus infrastructure is very old and no longer under warranty. For example, hardware at the edge of the network is 10 to 13 years old. The fiber network currently in place was installed in an ad hoc manner, often one section in one building at a time, without the benefit of a comprehensive overarching plan. The age and lack of standards for the fiber network makes management of it quite difficult.

Several projects are in progress which will enhance the instructional and operational needs of the campus:

- In the final stage of purchasing additional storage and disaster recovery capability to ensure business continuity in the event of catastrophic loss of data and systems. Ultimately, this system will be located off campus at the new Eastside Center and will provide a level of redundancy for both the main campus and the Eastside Center.
- In the final stage of surveys for identifying campus fiber and low voltage infrastructure. This is in preparation for replacement of the campus fiber network.
- The Technology and Information Systems Division is involved in a campus migration from the current Novell© network to a Microsoft© environment. This change was predicated by a number of other enhancements that are better served by using a purely Microsoft© environment.
- The Datatel Colleague System©, the College's enterprise resource platform, is undergoing a number of upgrades in terms of hardware, software, applications, and user training. Most recently, the dedicated server was enhanced with newer processors. Future plans are to move from Datatel's© proprietary (Unidata) environment to a SQL environment supported by Microsoft© systems and applications. The campus is currently reviewing a plan to review campus business processes across campus, apply best practices, and conduct training for improved use of this core system.

All faculty and staff workstations are configured to save data files to District servers, which have regularly scheduled backups. The District has provisioned a storage area network, which provides a high degree of fault tolerance to assure that service quality meets the demand for high availability required to support business and academic computing requirements. Key campus information systems, including Datatel©, are backed up nightly.

*IIIC-1b. The institution provides quality training in the effective application of its information technology to students and personnel.*

**Description**

Information technology training needs require short term tactical and operational assessment, as well as long-term assessment and planning. Technology training is an identifiable strategic planning goal in the educational master plan (Item IIIC-5; page 8, #5. Effective Technology Integration):

“The College will integrate and utilize technology and provide quality technological training for the creation and delivery of instruction, support of programs and services, and the improvement of institutional effectiveness to enhance student learning.”

The College assesses the need for information technology based on current trends in the technology industry, and on what is required to accomplish business and academic computational tasks in support of the District mission.

To meet its goals, the District has offered staff development workshops, along with online, on demand resources staff can use for self-paced training (Item IIIC-6). IT staff members are trained as the need arises. The needs of the faculty have been identified via ad hoc requests and through various meetings. Recently, a number of training sessions were offered to College workforce members based on the greatest need for training throughout the campus. The training seems to be effective for those who attend. Training is conducted in a group environment but has not been generally accepted. Much of the requests have been to have individual training, which cannot be accommodated due to limited resources.

*IIIC-1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.*

**Description**

The College’s technology acquisitions in recent years have been driven by funding. That is, as resources become available (e.g., grants, gifts, bond money), identified technology needs are funded. Because no obsolescence cycle has been established, technology replacements are prioritized by age. The College’s most recent technology planning document is incomplete and at least 6 years old. An updated plan is currently in development.

*IIIC-1d. The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.*

**Description**

Technology is widely used and distributed across the campus, with over 2300 computers on campus. Currently, the distribution process is based on resources available and need. Requests are made through an incident reporting system. A Technology Plan (Item IIC-8) is being developed at this time and is in a draft version. It is expected to be completed before the end of Spring 2011, and will identify system and computer requirements to meet the operational and instructional needs of the College. In addition, a key component of the plan will be the identification of annual computer requirements.

Security of the College's technology infrastructure is an area under constant review. In the past, the College has not consistently maintained the infrastructure following industry best practices. Moreover, the campus-wide technology assessment conducted by PlanNet in 2008 identified a number of issues related to network security (the details of which are reported under standard IIC-2). Although formal acceptable use guidelines have been adopted and are enforced, other policies and procedures are still in process.

With respect to the College's distance education programs, Blackboard© has been selected as the campus application for the distribution of online courses. Other distance modalities include video-conference, the equipment for which was moved to a new location, with new equipment purchased to meet future needs of the campus.

*IIC-2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.*

**Description**

The College utilizes an annual program review and budget development process to identify, among other things, technology resource needs. Using established participative structures and processes, those needs are prioritized and recommendations are put forward.

**Evaluation, Standard IIC**

**Standard IIC-1.** Through program review along with data provided by the research office, the College's technology needs can be identified. Requests are vetted through various committees, teams, and operational meetings. A formal prioritization process has not been formulated, but is being developed as part of a technology planning document. Currently, process to evaluate these needs is based on ad hoc user requests, and through various meetings and discussions. An incident response system is used to identify campus needs, and monitor remediation of issues.

While the College has made progress towards identifying opportunities for improvement, this is a dynamic and changing environment, and therefore is regularly reviewed.

A focus is maintained on the core functions of instruction and support for students. The College strives to strike a balance between providing an open educational environment and providing the appropriate level of network security for all users..

***Standard IIC-2.*** The campus-wide technology assessment conducted in 2008 should be considered for integration into the College's planning efforts. The assessment resulted in a comprehensive set of recommendations, some of which have been implemented and others that have not due to a lack of resources. Some of the recommendations that have been addressed include:

- Hiring a chief information technology officer (Executive Dean of Technology and Information Systems).
- Unifying the Information Technology, Management Information, Instructional Media Service, and Telecommunications Departments within one functional and operational CIO of Technology.
- Enhancing core network technologies and enterprise resource platform (iDatatel Colleague ©) to provide enhancements and redundancy.
- Developing and approving of a computer use policy.

As stated earlier, technology support is a dynamic environment that requires changes almost from day-to-day. This will always create opportunities for improvement and therefore is a constant process. Opportunities for improvement include the following as a primary focus:

- Maintaining an effective balance between the resources available and the needs of the campus.
- Placing instruction and its associated activities as the primary support goal.

The following are a number of areas and findings that were identified in the 2008 campus-wide technology assessment in the areas of infrastructure, business continuity, technical services organization/staffing, IT services, application performance, and registration. These following are the areas that were identified as needing remediation: Infrastructure, Business Continuity, Technical Services Organization/Staffing; Technology Services and Support; Application Performance; Registration. Using established participative processes, these areas will be discussed, analyzed, prioritized and implemented as necessary.

### ***Summary of Opportunities for Improvement, Standard IIC***

While much progress has been made to improve campus technology resources and systems in recent years, many items identified in the campus-wide technology assessment conducted by PlanNet in 2008 are yet to be prioritized. The Technology Plan must be updated to ensure that technology resources support College priorities.

## **Planning Agenda, Standard IIIC**

Commencing Spring 2012, the Superintendent/President will make certain that the College's Technology Plan is updated, implemented, and evaluated to ensure its alignment with the Educational Master Plan (Standards IIIC-1c and IIC-2).

## **Evidence in Support of Standard IIIC**

- Item IIIC-1. [P.R.A.I.S.E. Website](#)
- Item IIIC-2. [Administrative Procedure 1201, Shared Governance Structure & Responsibilities](#)
- Item IIIC-3. [Board Of Trustees Minutes, February 12, 2008 \(Item 10.1\)](#)
- Item IIIC-4. [Campus-Wide Technology Assessment, June 13, 2008](#)
- Item IIIC-5. VVC IT Catalog of Services
- Item IIIC-6. [LiveTime](#) (online work order request system)
- Item IIIC-7. VVC IT Service Level Objectives
- Item IIIC-8. Campus-Wide Technology Plan (draft)
- Item IIIC-9. Telecommunication/Technical Staff Meetings Agenda and Minutes
- Item IIIC-10. Instructional Media Services/ Staff Meetings Agenda and Minutes
- Item IIIC-11. Divisional IT Staff Meetings Agenda and Minutes
- Item IIIC-12. MIS Staff Meetings Agenda and Minutes
- Item IIIC-13. Help Desk Staff Meetings Agenda and Minutes
- Item IIIC-14. Status Meeting Agenda and Minutes
- Item IIIC-15. Administrative Procedure 3720(a), Computer Use – Communication and Electronic Communication Systems
- Item IIIC-16. Administrative Procedure 3720(b), Computer Use – Email Procedures
- Item IIIC-17. Technology Training Classes

## Standard IIID. Financial Resources

*Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.*

*IIID-1. The institution relies upon its mission and goals as the foundation for financial planning.*

### **Description**

The College budget outlines the resources and expenditures to accomplish its educational mission and goals through the execution of Board Policy 1200, District Vision, Values, Mission and Goals (Item IIID-1) and Administrative Procedure 1201, Shared Governance Structure and Responsibilities implementation (Item IIID-2). The Finance/Budget and Planning Committee, a shared governance committee, serves as an effective communication tool regarding state and legislative matters affecting the College's budget (Item IIID-3). To guide the process, the College follows a two-year budget development calendar to define deadlines and to ensure input from all parties (Item IIID-4). The College maintains an appropriate level of reserves, has sufficient cash flow to meet its needs, and has risk management strategies in place. Financial management guidelines and District policies are observed and the systems in place have passed stringent audits (Item IIID-5). All formal budget documents are linked on the College pages (IIID-6), while individual department budgets are accessed through the Snowwhite and Financial 2000 online accounting systems (Item IIID-7). The Finance/Budget and Planning Committee follows a shared governance model to determine membership that will involve all segments of the College to integrate planning and budgeting processes, as well as to keep the community informed (Item IIID-3). The Finance/Budget and Planning Committee members communicate key budget information to departments, divisions, faculty, and staff, reporting the availability of funds, the allocation process, and the assignment of funds to individual departments. Reports from the Finance/Budget and Planning Committee are disseminated to all constituencies through the College website and College Council (Item IIID-3).

The College maintains a balanced budget while carrying a minimum of 5% reserves. In addition, the institution has a Guaranteed Investment Contract (GIC) to support project and program development initiatives. Measure JJ resources, approved by District voters and certified by the Board of Trustees in 2008 (Item IIID-8) provides resources for construction of new facilities and updating of current buildings and infrastructure under the purview of the Citizen Bond Oversight Committee (Item IIID-9).

*IIID-1a. Financial planning is integrated with and supports all institutional planning.*

**Description**

The College budget outlines the revenues and expenditure to accomplish the College's educational goals and objectives. As part of the budget adoption process, the mission and goals for the College and the Board of Trustees's priority of assuring fiscal health and stability are incorporated in the budget document through an annual review and allocation process (Item IIID-4). The Finance/Budget and Planning Committee deliberates the annual budget in a transparent format and tasks the College budget office staff with developing pertinent reports and analysis in the budget development process (Item IIID-3). At this writing, an administrative procedure has been drafted to further specify how all institutional planning components are aligned, integrated, and support the College mission (Item, IIID-24).

The College two-year budget timeline provides on-going indications of budget development (Item IIID-4). The Program Review Allocation and Institutional Strategies for Excellence (P.R.A.I.S.E.) process establishes a foundation to analyze the resources that departments need to meet the institutional mission and goals established by the Board of Trustees (see website, Item IIID-14). The Educational Master Plan (Item IIID-15) drives the Facilities Master Plan (Item IIID-11). Budget requests are derived from the program review process (Item IIID-14). The Finance/Budget and Planning Committee reviews the requests, and supports those which adhere to the institutional mission. The committee recommends whether augmentations should increase an ongoing budget, be funded on a one-time only basis, or not funded at all.

To balance the general fund, the budget staff has developed a detailed analysis of the budgets and expenditure trends to the previous three (3) fiscal years (Item IIID-16). Through the trend analysis expenditures are evaluated to the component level of each object code category, i.e., full-time faculty, hourly instruction, summer hours, *etc.* The supply and services budgets have also been analyzed and have been adjusted based on the analysis. The institutional budget represents current required funds to meet annual expenses. The analysis in conjunction with an inclusive budget provides an opportunity for the Finance/Budget and Planning Committee and the administration to develop plans in balancing the budget during the subsequent four (4) years.

*IIID-1b. Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

**Description**

The College utilizes various resources to meet its current and future obligations and liabilities, in addition to relying on a total cost of ownership model for any major acquisitions. Resources

include state apportionment, local property taxes, enrollment fees, as well as other local revenues. The College incorporates resources from various sources to meet its budgetary obligations, including but not limited to applying to external funding agencies and forming local partnerships--e.g., partnering with local prisons for basic skills instruction. Other examples of providing service to the community while reducing the fiscal pressure on the general fund through partnerships include the HeadStart program, leases for campus facilities, Southern California Edison agreement, campus cellular tower, state capital grants, Mojave Sustainability Project, CAHSEE, Workforce Investment Board grants and local bond funds are among the resources the College has utilized for this purpose. A bond, known locally as Measure JJ, was approved by voters in the fall of 2008 for \$297.5 million of capital improvements. The funds are earmarked to build a new Workforce Development Center on the westside of the region, a Public-Safety Training Center on the eastside, and to improve the main campus' deteriorating classrooms, aged plumbing, and other repairs. Measure JJ provides resources to support expansion of College educational services and to reduce operating costs.

Contributions from the Victor Valley College Foundation (Item IIID-17) support students and faculty by allocating funds for scholarships, educational expenses and securing instructional equipment, supplies, and travel costs. College administration incorporated the effect of these sources of revenue on the expense budget while developing the institutional operating budget. While the College's budget is balanced, it relies on contributions outside of current year revenues in the form of ending balance and transfers from the GIC.

*IIID-1c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.*

**Description**

The College maintains appropriate reserves and prudent cash balances, managing its short-term obligations in an appropriate and fiscally responsible manner. The adopted budget of 2010-2011 includes plans for payment for liabilities and future obligations. Formula-driven allocations are made for both compensation and other long-term liabilities such as utilities to ensure that long-term commitments can be met. The College recognizes the base funding needs of each department and maintains that allocation on a yearly basis to the maximum extent possible as part of a maintenance of effort strategy. In addition, total of ownership considerations are key in evaluating departmental requests for equipment or technology. The District has a long-term general obligation bond, approved by the voters in the fall of 2008.

Since 2005-06, the College has accessed its long-term reserves to balance the revenue gap. During the past two fiscal years, the administration has aligned proposed budgets to prior years' expenditure trends in order to remove excesses from the expense budget. It also has applied one-time revenues from fiscal year 2010-11 through 2014-15 to reduce the deficit. These budgeting adjustments have enabled the College to balance its budget in fiscal years 2010-11 and 2011-12 without a need to access its long-term reserves. However, the aforementioned contractual and inflationary factors will produce budget deficits in fiscal year 2013-14 and beyond.



The College has a history of developing long-range financial plans. During the late 1990s it established a GIC to support the institution's capital outlay and operational costs. In 2009, the College funded its Other Post Employment Benefits (OPEB) obligations to ensure continued service to retirees, as well as to eliminate annual cost of premiums. Actuarial studies indicated a current OPEB liability of \$6.5 million. The annual pay-go OPEB premium was \$345,000. The College decision to fund the OPEB liability effectively reduced the budget deficit by \$350,000, the amount of the annual premium, hence preserving jobs.

Resources from Measure JJ enable the College to update its aging mechanical and technology infrastructure to realize operational cost-savings in the future. One of the major initiatives of Measure JJ was repayment of a Certificate of Participation (COP) loan for approximately \$52 million. Repayment of the COP eliminated the College's long-term debt and helped secure a higher bond rating.

A recently installed 1 megawatt solar field on the campus will provide \$3.1 million in California Solar Initiatives (CSI) tax credits over a five (5) year period. The project also reduces the annual electricity cost by approximately \$450,000.

The College has offered supplemental early retirement plans (SERP) in the past and is planning one for fiscal year 2011–2012 to reduce the payroll cost and update its staffing plan. This should result in a cost-savings of over \$1.5 million over the next five years.

The College continues to update its heating, ventilation, and air conditioning (HVAC) systems to better serve students and realize energy savings from modern, more efficient systems. It has also updated its Information Technology infrastructure and server equipment to reduce the energy usage. These efforts have resulted in receipt of energy incentive credits and reduced utility cost. Implementation of cost-saving measures, SERPs, and updating the College's infrastructure will help reduce the existing structural budget deficit.

*IIID-1d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

### **Description**

College financial resources come primarily from the State of California; additional resources come from other sources such as grants and federal funds. Budget planning involves all constituent groups having an opportunity to participate in budget development, and the process is core to its definition of institutional effectiveness (Administrative Procedure 1202; Item IIID-12). The College currently maintains a Board of Trustees mandated contingency reserve of five percent (5%). Additional College reserves are maintained for various operational expenditures (see budget binder, Item IIID-18).

The Finance/Budget and Planning Committee is a diverse team made up of the five major College constituencies, and was put in place with a commitment to support shared governance

(Administrative Procedure 1201, Shared Governance Structure and Responsibilities). The charge of the committee includes making recommendations for the allocation of monies through the program review process, which is designated to assess the effectiveness of instructional, student, and campus support programs. Budget worksheets are jointly analyzed. Justification for funds is provided through the program review process, which ensures that student support is a primary focus.

College workforce members have the opportunity to participate in the annual program review and planning cycle through a process known as the Program Review, Allocations, and Institutional Strategies for Excellence process (or P.R.A.I.S.E.). While P.R.A.I.S.E. has been tweaked every year since 2007, additional training and extending procedures to incorporate more detailed staffing, space, and technology requests will improve integration of all institutional planning and budgeting.

*IIID-2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.*

*IIID-2a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.*

### **Description**

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. Updates about the budget are provided to the College community by email and on the College website (Item IIID-19); these updates summarize the Governor's January budget proposal, May revision, and other budgetary updates throughout the fiscal year.

The distribution of resources supports the development, maintenance, and enhancement of programs and services, with at least 50% of all revenue directly applied to instructional areas. The College plans and manages its financial affairs with integrity and in a timely manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. The budget process has the needs of the institution as its primary focus. Annually, the operational budget process initiates with the implementation of a 2-year budget planning calendar (Item IIID-4).

The Governor's budget proposal, the May Revise budget proposal, and subsequent amendments to the budget provide information for developing an institutional budget. Annually, an external auditor examines the manner in which an institutional budget was developed and expensed. The staff responds to any auditor's findings in a timely manner; the findings are addressed and the resolutions are reflected in the auditor's report to the Board of Trustees. The approved audit

report is posted on the website, included in the College’s Annual Report, and is disseminated among regulatory agencies as appropriate (Item IIID-5).

*IIID-2b. Appropriate financial information is provided throughout the institution.*

**Description**

Financial and budget information is formally communicated through the Superintendent/President’s Office, College Council, the Board of Trustees, and other participative governance committees. Reports from the Finance/Budget and Planning committee are detailed at Academic Senate meetings (Items IIID-3 and IIID-14). Budget information is provided to faculty and staff as department plans are developed each year.

The College website provides links to the District Adopted and Tentative Budgets, the District Financial Audits, and the Measure JJ audits, as well as links to the relevant reports about the financial status of the College (Item IIID-6).

*IIID-2c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.*

**Description**

The College maintains a prudent ending balance, including the Board of Trustees’ required 5% contingency reserve. Below are the ending balances for the immediate past three years expressed in dollars and as a percentage of the budget.

**Table III- 5. Fund Balance and Reserve**

Fiscal Year	Fund Balance/ Expenditures	Percent of Fund Balance to Expenditure
2007 – 08	3,160,650/ 45,846,168	6.89%
2008 – 09	9,293,779/ 47,427,016	19.59%
2009 – 10	9,419,710/ 58,955,910	15.97%

In addition to the College’s ending balance, other College funds are available for cash flow purposes; including debt service, capital outlay, child development center fees, student body center fee, health trust fund, and insurance fund. The Auxiliary Services Department contributes to the operating budget as availability of funds permits (Item IIID-25).

The College participates in a Joint Powers Authority (JPA) for its property protection and liability through the Statewide Association of Community Colleges (SWACC) and is therefore, self-insured. As a member of a JPA, the College and JPA ensure that appropriate levels of coverage are maintained.

The College maintains the board mandated 5% general fund ending balance. The College also has a Guaranteed Investment Contract (GIC) balance of \$21,685,867.61 (Item IID-21) that may be applied to capital or operational projects at the Board's discretion. In light of the state of California's economic condition, the College staff updates cash flow analyses regularly to evaluate the fiscal status of the College with respect to budget restrictions from the state (Item IID-22)

*IIID-2d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.*

**Description**

The College has a number of controls in place to ensure the effective oversight of funds. The Fiscal services department has a Grants and Contracts staff assigned to review and report on categorical and grant funding. The department has a Director and ten staff who support program and College staff in determining compliance and reporting requirements. Financial Aid cash management and reporting occurs through the general accounting department for the College. Recent hires in that department have resulted in significant

All expenditures are reviewed and authorized at multiple levels to ensure appropriate use of resources entrusted to the College. The categories of expenditures that are reviewed and approved using authorized signers, as designated by the Board of Trustees in Board Policy 6150 (Item IID-26).

Grants, contracts, and Memoranda of Understanding (MOU) may only be executed by the Superintendent/President to a limit of \$64,000 with ratification by the Board of Trustees. All grants, contracts, and MOUs exceeding the \$64,000 threshold must be approved by the Board of Trustees. Managers of restricted funds must submit budgets and maintain prudent balances to meet the constraints of the project for its duration. Fiscal services staff verify expenditures and provide information at the request of the accounting/project managers regarding project activities.

Grant proposals are developed by faculty, administrators or staff members and must be reviewed by the Cabinet and appropriate operational administrators before submitting to funders. Consistent with Board Policy 3280 (Item IID-27), the Superintendent/President must sign grant applications after he receives feedback regarding the implication of the grant on the institution in areas such as facilities, information technology, research, fiscal services, maintenance and operations, etc., as shown by the workflow and forms developed for proposing grant concepts

(Item IIID-28). An administrative procedure formalizing grant proposal development and administration has been drafted and is being finalized through the College's shared governance procedures (Item IIID-29).

When grants are awarded, the grant administrator interacts closely with the Fiscal Services staff to establish accounts and budget information and subsequently monitors the grant-funds expenditures for reporting purposes.

The Victor Valley College Foundation is identified as an independent not-for-profit 501c-3 organization (Item IIID-17). As such, the Foundation manages its fiscal activities internally. The Vice President of Administrative Services, as a member of the Foundation's Finance Subcommittee, reviews the financial activities of the Foundation on a monthly basis. In addition, the Superintendent/President serves as a member of the Foundation Board and receives regular updates about the Foundation's financial standing. The Foundation provides monthly reports of its contribution to the College's Board of Trustees for its review and acceptance. Institutional investments are governed by the San Bernardino Superintendent of County Schools regulations. Other Post Employment Benefits (OPEB) liabilities investment is managed by Keenan and Associates and is supervised by an investment board comprised of College administrators.

The College hired a Director of Financial Aid in March 2010. The Fiscal Services and financial aid staff collaborate to develop processes for facilitating and expediting payments to students and return funds to Title IV. The College budget is continually refined and aspects of the budget are communicated to the College community.

Grant administrators and Fiscal Services staff access Snowwhite and Financial 2000 to review revenues and expenditures. The College plans for components of a grant that must become institutionalized by earmarking resources from the general fund. Grant reports are completed and submitted as required by the terms of the grant, and is one of the components in the College's annual audit (Item IIID-5). Board Policy 6300, Fiscal Management (Item IIID-30), Board Policy 6330, Purchasing, and Administrative Procedure 6330 (Item IIID-31), Purchasing Approval and Document Matrix (Item IIID-32) ensure adequate internal controls to assure the College's fiscal management is in accordance with the principles contained in Title 5 of the California Code of Regulations.

Payment for expenditures processed by Auxiliary Services staff are jointly reviewed by Auxiliary Services and Administrative Services staff. Consistent with Board Policy 2430 (Item IIID-33), the Board of Trustees delegates to the Superintendent/President the authority to enter into contracts on behalf of the District for up to \$64,000.

*IIID-2e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.*

**Description**

Grant applications are evaluated to ensure consistency with the mission and goals of the College (Item IIID-28). All categorical, auxiliary fundraising, and grant expenditures require the program administrator to assure that expenditures are in compliance with the goals and objectives of the program and the College. Limitations are placed on which expenditure categories can be used with auxiliary funds and with categorical funds based on grants and categorical criteria. In addition, the College's external auditors select transactions to be reviewed for compliance with program and College objectives, as well as legal and other constraints applicable to the use of funds.

The mission of the Victor Valley College Foundation is to develop resources that help the College serve the community. Money is raised to facilitate donations of goods, manage scholarships, build partnerships and serve as an extension of College public relations efforts. All actions are funded by donations from the community and alumni. The VVC Foundation is an independent partner of the College. A 30-member board of Directors comprised of private sector community leaders and College constituent representatives provides oversight for the organization.

Funds awarded for restricted projects (grants and contracts) must be allocated to meet the deliverables for the projects. Any revenue generated from indirect costs related to restricted funds are used to support general fund expenses and/or contribute to sinking funds for institutionalizing certain components of the grant upon its expiration.

*IIID-2f. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.*

**Description**

The College enters into a wide variety of contracts, *e.g.*, personal services contracts, grant agreements, construction services, and rental agreements (agreements/vendors list; Item IIID-34). The Superintendent/President is authorized to sign contracts to a maximum of \$64,000; contracts higher than that limit must be approved by the Board of Trustees (Item IIID-32). All contracts are reviewed before execution by the College's general counsel or the San Bernardino County Superintendent of Schools' counsel. Depending on the nature of the agreement and to provide a checks-and-balances system, College Administrative Services, grants and contracts, human resources, and/or the College's general counsel may be involved in the review. Clauses exist in contracts that allow for termination and changes. These procedures are enumerated in Board Policy 6340, Contracts (Item IID-35). The initiating manager is responsible for overseeing the contract. If a purchase order is set up to pay for goods and services covered by a contract, mechanisms within the purchasing and accounts payable systems are utilized to certify that contractors have fulfilled the agreement.

All contracts for goods and services are reviewed and approved by the Board of Trustees either as a separate action item or included under the consent agenda. Contracts are reviewed by counsel and noted accordingly on each agenda item. The San Bernardino County Superintendent of Schools that serves as the District's fiscal agent reviews all contracts for accuracy and compliance, and occasionally audits selected transactions from requisition point through payment to the vendor. Board Policy 6400, Audits (Item IIID-36) and Administrative Procedure 6400, Audits (Item IIID-37) are in place to ensure that annual audits of funds, books, and accounts of the College are in accordance with regulations of Title 5 of the California Code of Regulations. The College has processes in place to verify requests for partial payments on large amounts and capital construction.

*IIID-2g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.*

**Description**

Administrative Services staff review the financial management process on a regular basis. As a result, the College has developed and refined its Financial Management System (FMS). Board policies (Items IIID-30 and IID-31) and administrative procedures (Item IIID-32) governed by the California Code of Regulations and relevant government codes guide the integrity of the FMS. As part of its membership in a regional consortium, the College accesses the San Bernardino County Superintendent of Schools financial management system to conduct its human resources and financial activities. Continuing education on use of such systems for all College staff is provided on a regular basis through the county schools consortium; in addition, the systems are maintained and information about all regulatory and policy updates is disseminated to all institutional members of the consortium.

Financial 2000 is the system provided through the county schools consortium; it provides adequate data and reporting functions to the College to monitor its fiscal activities. The Financial 2000 system was developed in such a way to be used by both K-12 and community college districts and, as such, is somewhat complicated to use. While College fiscal services staff provide support and training to College employees, erroneous use of the system can cause budget tracking difficulty for some managers. The College has implemented the Datatel® enterprise system for student service areas; however, lack of funding and adequate information technology support has prevented full implementation of the finance, human resources, and payroll modules. As the economy stabilizes, the College intends to allocate funds to fully implement all Datatel® modules. In the meantime, efforts are in place to integrate Datatel® and Financial 2000 systems to reduce redundancy of data entry and flow of information.

During the past two years, the budget office staff has developed detailed analyses of the College budget to identify inefficiencies in order to reduce the structural budget deficit. College administration plans to balance the institutional budget within four years.

*IIID-3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.*

**Description**

Institutional resources are budgeted to meet the vision and mission of the College through reliance on program review documents (Item IIID-14). This annual process is guided by College goals and drives the budgeting process. Review of financial records provides feedback regarding the burn rate for restricted and unrestricted budgets. College administration regularly provides revenue and expenditure reports to the Board of Trustees and inform members of opportunities and threats that affect the budget.

College fiscal services staff are knowledgeable and capable in the use of the Financial 2000 system. Staff and administrators prepare detailed reports that contribute to making sound financial decisions for the College. The Board of Trustees annually approves the College budget; thereafter on a monthly basis, the board members receive budget transfer, revenue and expenditure reports and updates. The fiscal services staff work closely with restricted fund account managers to provide counsel on College procurement guidelines and developing budget reports. Budget analyses conducted by staff have provided for more precise budgeting; expenditure budgets are analyzed and developed at specific components (object code) levels. This level of analysis allows administrators to pinpoint the sources of inefficiency and implement solutions. The Finance/Budget and Planning Committee meets twice monthly to review effects of the state's budget assumptions, and provides fiscal services staff with guidelines for improving the budgeting process.

**Evaluation, Standard IIID**

***Standard IIID-1.*** The College's financial resources are sufficient to support its instructional programs and services. Support of the College mission and a focus on improving institutional effectiveness have been core to the analyses provided to inform and shape the budget development process so that all planning is realistic, responsible, and reflects the College's core values and upholds its mission. Refinements over the years to the annual program review and resource allocation processes culminated last year in a more integrated review. A lack of consistent practice among budget managers indicates more process specification and training is needed to establish budgets that are based on data, and reflect realistic and responsible planning—whether short-term or long-range. Finally, the College's structural budget deficit must continue to be addressed as intended within 4 years. The use of reserves to balance the District's operating budget will cause fiscal exigency in the future years. The Board of Trustees, administrative staff, and Finance/Budget and Planning Committee representatives actively discuss balancing the budget within four years; however, administrative turnover at the College have made this goal difficult to achieve.

***Standard IIID-2.*** The College's financial integrity has consistently been supported by its external audits. No qualified or material findings have been discovered; other audit



recommendations are prioritized, actioned, and resolved by appropriate staff immediately. Comprehensive budget analyses and other evaluative mechanisms are relied upon, disseminated via shared governance, and inform the budget development process in order to ensure sufficient cash flow, maintenance of Board-mandated reserves, and safeguard overall effective oversight of College finances, auxiliary activities, contracts, and grants.

In the past, staffing changes and poor communication have contributed to some conflicts between financial aid and fiscal services staff. Recent staffing changes, specification of roles and responsibilities, and increased quality communications have improved both the climate and workflows between those departments such that accounts are maintained accurately and return of Title IV funds for this year will be conducted in a timely manner.

The College is aware that lack of integration across its enterprise resource platform, human resources, and payroll information systems has created data entry errors and inefficiencies in workflow. In addition, despite increased communication about the state of the College budget in recent years through an improved participative governance structure, opportunities exist to create more formal means to communicate budget-related information to the College community.

***Standard IID-3.*** Through its reliance on various evaluative mechanisms, progress has been made to shore up oversight and controls relative to budget development and management of grant funds, including but not limited to developing appropriate administrative procedures, establishing a standard rate for indirect costs, and refining annual program review and resource allocation procedures. However, there is a need to further refine and formalize these mechanisms to include specifying workflows, defining roles and responsibilities, and establishing appropriate communications/reporting. This will ensure results are used to make improvements.

### **Summary of Opportunities for Improvement, Standard IID**

The College needs to address the data entry errors and workflow inefficiencies in its current information and work systems supporting finance, human resources, and payroll functions. In addition, communications across the campus regarding budget and budget development need improvement by formalizing procedures and disseminating those procedures through training and established shared governance structures will contribute much to improvement efforts. Most importantly, the College must continue its efforts to address its budget shortfalls and develop a budget in which current year expenditures are covered by current year revenues.

### **Planning Agenda, Standard IID**

The Superintendent/President will oversee updating and execution of Administrative Procedures 1202 and 3250 to formalize the integration of institutional planning and budgeting for use in planning for the 2011-2012 budget year (Standard IID-1a).

No later than December 2011, the Superintendent/President will develop a plan to overcome the College's structural budget deficit and balance the budget by the end of fiscal year 2014-2015 (Standard IID-1c).

No later than Summer 2012, the Superintendent/President will oversee the development and implementation of the College plan for improving accuracy and efficiency by integrating finance, human resources, and payroll management information systems with its enterprise resource platform (Standard IIID-2g).

## **Evidence in Support of Standard IIID**

- Item IIID-1. [Board Policy 1200, District Vision, Values, Mission & Goals](#)
- Item IIID-2. [Administrative Procedure 1201, Shared Governance Structure & Responsibilities](#)
- Item IIID-3. [Finance/Budget and Planning Committee Minutes](#)
- Item IIID-4. [VVC 2010-11 Budget Calendar](#)
- Item IIID-5. [Report on Audit](#) (most recent)
- Item IIID-6. [VVC Budget Documents](#)
- Item IIID-7. [Snowwhite Training Documents](#)
- Item IIID-8. [Board Resolution to Certify Bond Measure JJ \(Item 7.4\)](#)
- Item IIID-9. [Measure JJ Website](#)
- Item IIID-10. [Educational Master Plan](#)
- Item IIID-11. [Educational Space Quantification and Facilities Master Plan](#)
- Item IIID-12. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- Item IIID-13. [Academic Senate Minutes](#)
- Item IIID-14. [P.R.A.I.S.E. Website](#)
- Item IIID-15. [Educational Master Plan](#)
- Item IIID-16. [VVC Expenditure Trends Report](#)
- Item IIID-17. [Victor Valley College Foundation Website](#)
- Item IIID-18. [VVC Budget Binder](#)
- Item IIID-19. [VVC Budget Updates](#) (most recent)
- Item IIID-20. [Budget Assumptions 2010-2011](#)

- Item IIID-21. Guaranteed Investment Contract Handout from February 17, 2010
- Item IIID-22. Cash Flow Analyses
- Item IIID-23. [VVC Board Policy Manual](#)
- Item IIID-24. [Administrative Procedure 3250, Institutional Planning Systems](#)
- Item IIID-25. 2009-10 VVC Budget Showing \$500,000 Transaction
- Item IIID-26. [Board Policy 6150, Designation of Authorized Signatures](#)
- Item IIID-27. [Board Policy 3280, Grants](#)
- Item IIID-28. Grant Concept Proposal Form and Workflow
- Item IIID-29. [Administrative Procedure 3280, Grant Proposal Development and Administration](#)
- Item IIID-30. [Board Policy 6300, Fiscal Management](#)
- Item IIID-31. [Board Policy 6330, Purchasing](#)
- Item IIID-32. [Administrative Procedure 6330, Purchasing Approval and Document Matrix](#)
- Item IIID-33. [Board Policy 2430, Delegation of Authority to Superintendent/President](#)
- Item IIID-34. Current List of District Agreements and Vendors
- Item IIID-35. [Board Policy 6340, Contracts](#)
- Item IIID-36. [Board Policy 6400, Audits](#)
- Item IIID-37. [Administrative Procedure 6400, Audits](#)

## Standard IV. Leadership and Governance

*The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the Governing Board and the chief administrator.*

### Standard IVA. Decision-Making Roles and Processes

*The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.*

*IVA-1. Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.*

#### **Description**

The College's commitment to excellence and effectiveness is affirmed explicitly in the institutional vision, values, mission, and goals (Item IVA-1), and its policy on institutional effectiveness (Item IVA-2). In particular, educational excellence is central to the District's vision, the first of the District's primary values and the subject of Board Policy 4000, Standards of Educational Excellence (IVA-24). Moreover, the District's values and mission express a strong commitment to collaboration, empowerment, and innovation in teaching, learning, problem solving, and growth. The College recognizes that ethical and effective leadership throughout the organization enables the College to identify institutional vision, mission, philosophy, and strategic goals, to foster continual improvement, and ultimately, to enhance student learning outcomes (Items IVA-1, IVA-2, and IV4A-3). Within the framework of the College's mission, vision, and core values (Item IV4A-4), the College promotes integrity, diversity and collaboration through the following:

- guiding the College's actions with an internally consistent framework of principles

- valuing different points of view and contributions of all, and
- encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal.

Effective communication is an important vehicle by which the institution is able to learn, to grow, and to improve. Along with the other core values, six College goals, and mission, the College creates clear expectations for setting and achieving goals across the institution.

According to Title 5 of the California Code of Regulations, sections 53200-53206, 51023.5 and 51023.7, the Academic Senate, staff, and students shall participate in the decision-making processes of the District. These regulations are incorporated into Board Policy 2510, Participation in Local Decision Making (Item IVA-5).

Faculty, administrators, and staff members understand the College's mission and their roles in supporting this mission. As documented in the Campus Climate Survey 2010, 75% of the District workforce know the mission, vision, and values of the College and how they contribute to them as workforce members (Item IVA-25).

Information about institutional performance is available to all administrators, faculty, and staff in the the College's annual report (Item IVA-26) and the institutional research website (Item IVA-27). The following additional sources of performance information are available within the District as well as to students and the community through the institutional research website: enrollment trends, common data set, Institutional Effectiveness Presentation to the Community, Quick Facts, and the annual report. In addition, program review reports and division summaries are available to the District workforce, and reports from earlier years are also available to the public. The program review process is designed to provide all faculty and staff the opportunity to participate in procedures for evaluation and planning for improvement (Item IVA-22).

The College's participative governance structure includes processes by which faculty, staff, and students participate in the formulation and evaluation of District policies (Item IVA-1). Shared governance is practiced through College Council, which includes representatives from the following five constituencies: faculty, classified staff, students, classified management, and educational administrators. Moreover, College Council has established nine standing committees for ongoing and recurring purposes, and each committee's membership is also drawn from the five College constituencies (Item IVA-14). In addition, the Board of Trustees consults collegially with the Academic Senate on policies that involve designated academic and professional matters (Item IVA-15).

*IVA-2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.*

*IVA-2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.*

### **Description**

The College maintains a written policy defining and authorizing faculty, staff, administrator, and student participation in decision-making processes. Board Policy 1201, Shared Governance (Item IVA-1) addresses participatory governance, which is defined as shared responsibility for developing and recommending policy through the collaboration of administration, faculty, staff, and students for the purpose of providing high quality programs and services at the College. Participatory governance at the College involves joint responsibility and collaborative decision-making among administration, management, faculty, staff, and students through their representation on shared governance councils and committees. The College has substantive and clearly defined roles, mechanisms, and organizations within the institutional governance process to ensure that all members of the campus community have the opportunity to participate in policy making, in planning, and in budget decisions that relate to their areas of responsibility and expertise. The President's Cabinet is charged with short-term and long-term strategic planning, as well as the broad oversight of budgetary decisions related to planning. In addition, the Finance/Budget and Planning Committee is a standing College-wide committee makes reports to College Council on policy-related issues and to the Superintendent/President on improvements to operational issues. The charge of this committee can be found in Administrative Procedure 1202 (Item IVA-27).

Board Policy 4035 supports academic collegial consultation (Item IVA-9). The Board of Trustees consults collegially with the Academic Senate on the development of policies that involve designated academic and professional matters (Item IVA-15).

Classified staff are provided with an official representative voice in participatory governance through the local chapter of the California State Employees Association (CSEA; Item IVA-11). In addition, CSEA representatives meet regularly with the Superintendent/President. CSEA is a member-run organization, and has exclusive bargaining rights with the District regarding salary, benefits, and working conditions.

The Associated Student Body (ASB) serves to enhance the awareness of student concerns through open communication with administration, with faculty, and with staff; students serve on

various campus-wide committees to ensure that their voices are included in College decision-making processes (Item IVA-12). The ASB President serves as the Student Trustee and represents students at meetings of the Board of Trustees.

*IVA-2b. The institution relies on faculty, its Academic Senate or other appropriate faculty structures, the Curriculum Committee, and academic administrators for recommendations about student learning programs and services.*

**Description**

The College relies on appropriate faculty structures and academic administrators for recommendation about student learning programs and services (Item IVA-14). The Board of Trustees consults collegially with the Academic Senate on the following academic and professional matters that relate to learning programs and services (Item IVA-15):

- Curriculum, including establishing prerequisites and placing courses within disciplines;
- Degree and certificate requirements;
- Grading policies;
- Educational program development; and
- Standards or policies regarding student preparation and success.

The process for review of curriculum reveals the institutional reliance on the faculty and the Academic Senate for recommendations related to student learning. The Curriculum Committee is charged with curriculum review and presents recommendations for approval to the Academic Senate, which in turn forwards such recommendations to the Board of Trustees pursuant to Board Policy 4035 (Item IVA-15). The Curriculum Committee is chaired by the Curriculum Facilitator and includes the Articulation Officer and eight faculty members representing all instructional disciplines. The Curriculum Facilitator is responsible for setting the agenda, facilitating discussion regarding proposed courses and programs, and initiating evaluation of the process. The Articulation Officer advises the committee on matters relating to the transfer of courses.

*IVA-3. Through established governance structures, processes, and practices, the Governing Board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.*

**Description**

Participatory governance at the College relies upon cooperation, mutual trust, respect and shared values which put students and learning first (Item IVA-1). The College's Board of Trustees, administrators, faculty, staff, and students take pride in working together for the good of the institution. A clear governance structure (Item IVA-27) and a positive atmosphere throughout the College help to facilitate discussion of ideas and effective communication among the institution's constituencies. College employees are committed to working together to serve students and the community. Participatory governance structures and practices are vital components fundamental to demonstrating the College's commitment to "value different points of view and contributions of all" (Item IVA-4).

*IVA-4. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self study and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.*

**Description**

The College advocates and demonstrates honesty and integrity in its relationships with external agencies and complies with Accrediting Commission standards, policies, guidelines, and requirements. All standards related to the accreditation process are completed in a timely manner, and the College recognizes that the self study process is a valuable tool that will assist it in improving its programs and services to students.

The College also demonstrates honesty and integrity when communicating institutional qualities and effectiveness to the public. For example, a link to accreditation information is available to the public on the College website (Item IVA-18). This link includes reports from site teams, progress reports, focused midterm report, and self study reports. Additionally, the public can access program reviews (Item IVA-21), the Annual Report (Item IVA-20), and past fact books (Item IVA-19) from the College website.

The College has demonstrated honesty and integrity through the development of the current self study by including a broad representation from all College constituencies. The self study committee is headed by two accreditation co-chairs. Additionally, each of the four standards has co-chairs, at least one of whom is a faculty member. Working with the chairs of each standard is



a team of faculty and staff of up to 13 people, with one board member serving on the Standard IV team. Constituent groups requested volunteers for these teams. All relevant documents were made available on a common drive accessed on the College network. Committee co-chairs met weekly to share progress reports and to identify support needs. All teams were encouraged to write frank and honest appraisals of the College's methods, procedures, programs, and development since the previous report.

*IVA-5. The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.*

**Description**

At the beginning of each academic year, the College Council is expected to review the shared governance document and will evaluate itself to assure integrity and effectiveness of all College Council activities. Any improvements deemed necessary are to be planned, implemented, and evaluated (Item IVA-1). In addition, Campus Climate Survey 2010 was designed to measure each of the following (Item IVA-24):

- how well shared governance processes operate pursuant to Administrative Procedure 1201 (Item IVA-1);
- how engaged workforce members are in those processes; and
- how consistent prevailing business practices are with our core organizational values of excellence, integrity, accessibility, diversity, collaboration, and innovation (see Administrative Procedure 1202; Item IVA-3).

The Campus Climate Survey was completed in Fall 2010 as a partial response to the recommendations from the 2005 ACCJC Visiting Team regarding improving campus climate and institutional effectiveness. Results have been made available to the 2011 Accreditation Self study co-chairs, the members of the Institutional Effectiveness Committee, the College Council, and the President's Cabinet. The Office of Institutional Effectiveness developed recommendations for action and improvement on the basis of the Climate Survey results (Item IVA-24). These recommendations were adopted by the College Council for implementation campus wide (IVA-6).

In addition to the Campus Climate Survey, a reorganization of the College's structure was accomplished in 2007 in order to streamline decision-making and insure adequate leadership in technology. The number of instructional department chairs was reduced from 34 to 15. Faculty facilitators ensure that the unique needs of disciplines continue to have an advocate, and that key areas can be addressed (e.g., off-campus sites, student learning outcomes, staff development, honors, study abroad, distance learning, etc).

### **Evaluation, Standard IVA**

**Standard IVA-1:** An environment for empowerment, for innovation, and for institutional excellence is enabled through the participative governance structure. Staff, faculty, students, and administrators can take initiative through established participative governance processes that effectively address improvement proposals related to the College's policies and institution-wide issues.

The participative governance structure allows for ample opportunities for members of the College community to contribute to institutional improvement, and its value for this purpose is widely acknowledged across the College. According to the Campus Climate Survey 2010 (Item IVA-24), College Council is perceived as an effective main body through which participative governance is practiced; furthermore, participative governance committees are perceived as providing opportunities for employees to participate in the improvement of institutional effectiveness. However, Campus Climate Survey 2010 results (Item IVA-24) suggest that the following areas are among those warranting special attention for the purpose of improvement: communications from committees to the campus; decision-making processes; valuing and practicing creativity, innovation, and teamwork.

**Standards IVA-2 and IVA-2a:** The College has implemented a written policy (Items IVA-1 and IVA-14) providing for faculty, staff, administrator, and student participation in decision-making processes. New policies were adopted by the Board of Trustees in 2007 to confirm the College's commitment to better decision-making and to strengthen internal structures. These policies include Board Policy 1201, Shared Governance (Item IVA-1), and Board Policy 1202, Institutional Effectiveness (Item IVA-2). The results of significant planning and reorganization have resulted in more effective dialogue and decision making as evidenced by meeting minutes of participative governance committees and reports that are posted on the College website (Item IVA-26). However, areas in need of improvement do exist according to the Campus Climate Survey 2010 and will be addressed—*e.g.*, clearer communication about decisions made; more consistently implemented processes for resource allocations; and empowering decision-makers at appropriate levels.

**Standard IVA-2b:** There are appropriate faculty structures in place, and the decision-making on issues of "academic and professional matters" has been designated appropriately to the faculty by way of the Academic Senate.

**Standard IVA-3:** There are appropriate governance structures in place to enable workforce members to work together for the good of the institution through discussion of ideas and effective communication. However, results from the Campus Climate Survey 2010 indicate areas in need of improvement: quality of communication and campus climate; decision-making practices; informing campus community about important issues; and advocacy by campus leaders of respective needs of constituents.

**Standard IVA-4:** The College's recent and past accreditation history shows integrity in its relationship with the ACCJC. Following the reaffirmation of accreditation as a result of the 2005 Self Study, the College promptly submitted a series of Progress Reports in accordance with ACCJC requests. Although the College received a notification of Warning in July 2007, this

sanction was removed on the basis of the College's Focused Midterm Report (October 15, 2008; Item IVA-18). The College has demonstrated honesty, integrity, and diligence in working with external agencies, in communicating openly with the surrounding College community, and in meeting established requirements and deadlines to secure funds from various granting agencies.

**Standard IVA-5:** Agenda and minutes for the years 2007-2010 provide minimal documentation of review of the participative governance structure. One campus climate survey has been conducted in the last five years. However, an informal evaluation of the College's organizational structure lead to reorganization in order to improve decision-making structures in the areas of instruction and technology. Instructional departments were streamlined and cabinet-level representation was established for the College's technology and information resources.

### **Summary of Opportunities for Improvement**

The College's current participative governance structures were formalized in 2007 and have since been implemented. Recent results from the Campus Climate Survey 2010 indicate a review of established administrative procedure may be needed to make the necessary improvements to both campus climate and in participative governance operations.

Other findings in the Campus Climate Survey 2010 indicate improvements must be addressed in the College's participative governance system and its overall institutional effectiveness. This will ensure that decision-making roles and processes are well understood across campus, and that fair and equitable access by all members of the College community to those processes is safeguarded.

### **Planning Agenda, Standard IVA**

The Superintendent/President will ensure successful completion of the Recommended Actions and Next Steps for Improvement document. This includes but is not limited to revising relevant administrative procedures, designing and implementing strategies for improving, and regular monitoring of campus climate by the end of academic year 2011-2012 (Standards IVA-1, 2, and 5).

## **Evidence in Support of Standard IVA**

- Item IVA-1. [Board Policy 1201, Shared Governance](#)
- Item IVA-2. [Board Policy 1202, Institutional Effectiveness](#)
- Item IVA-3. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- Item IVA-4. [Board Policy 1200, District Vision, Mission and Values](#)
- Item IVA-5. [Board Policy 2510, Local Decision Making](#)
- Item IVA-6. [College Council Agenda and Minutes](#)

- Item IVA-7. [Finance/Budget and Planning Committee Agenda and Minutes](#)
- Item IVA-8. [Institutional Effectiveness Committee Agenda and Minutes](#)
- Item IVA-9. [Academic Senate Minutes](#)
- Item IVA-10. [Curriculum Committee Agenda and Minutes](#)
- Item IVA-11. [Local CSEA Website](#)
- Item IVA-12. [Associated Student Body Website](#)
- Item IVA-13. [Board Policy 3250, Institutional Planning](#)
- Item IVA-14. [Administrative Procedure 1201, Shared Governance Structures](#)
- Item IVA-15. [Board Policy 4035, Academic Collegial Consultation](#)
- Item IVA-16. [Academic Senate Constitution](#)
- Item IVA-17. [Accreditation Website](#)
- Item IVA-18. [President's Office Website](#)
- Item IVA-19. [VVC Fact Books](#)
- Item IVA-20. [Annual Report](#)
- Item IVA-21. [P.R.A.I.S.E. Website](#)
- Item IVA-22. [Measure JJ Website](#)
- Item IVA-23. [Board Policy 4000, Standards of Educational Excellence](#)
- Item IVA-24. [Campus Climate Survey 2010](#)
- Item IVA-25. [Institutional Research Website](#)
- Item IVA-26. [Shared Governance Committees Website](#)
- Item IVA-27. [Administrative Procedure 1201, Shared Governance Structure and Responsibilities](#)

## **Standard IVB. Board and Administrative Organization**

*In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the Board of Trustees for setting policies and of the chief administrator for the effective operation of the institution. Multi-College Districts/systems clearly define the organizational roles of the District/system and the Colleges.*

*IVB-1. The institution has a Governing Board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The Governing Board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the College or the District/system.*

### **Description**

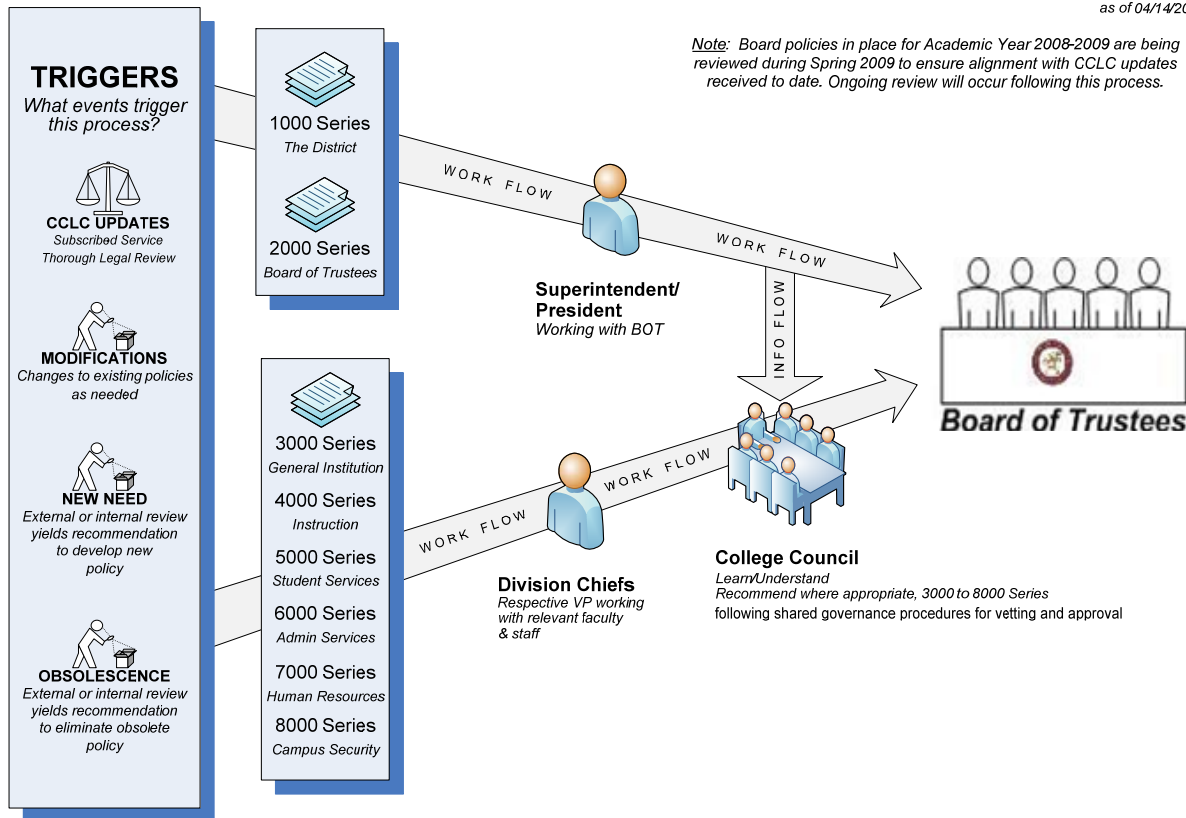
The College has a five member elected Board of Trustees. Each Board member serves a four year term. In addition to the five members, a Student Trustee is represented and elected annually by the Associated Student Body. Approximately half the Board stands for re-election in even numbered calendar years (see Board Policy 2010, Membership; Item IVB-1).

The College has a set of policies that have been reviewed and approved by the Board. These policies are available on the College's website. Board Policy 2410, Policy and Administrative Procedure (Item IVB-5), authorizes the Board to establish policies for the operation of the College/District. The policy establishes the method for approval of new policies and the revision of existing policies. A majority of the Board may adopt or amend policies after a first reading at a regular Board meeting and a second reading at a subsequent Board meeting with a majority of the Board voting in the affirmative.

The process for revision of existing policies or adoption of new policies may be initiated for a number of purposes and follows an established workflow that engages the College's participative governance structure prior to final Board approval.

Figure 5. Board Policy Development Process

as of 04/14/2009



Administrative procedures are established by the Superintendent/President for implementation of Board policies. The Superintendent/President may revise at anytime administrative procedures to be consistent with the intent of Board policies. The Superintendent/President shall provide each member of the Board biannually with revised administrative procedures.

The Board of Trustees has established standards of educational excellence with the approval of Board Policy 4000 (Item IVB-6). The mission statement of the College and the approved Board policy together affirms the Board’s intent to foster a learning community that “upholds high standards of educational excellence.”

The Board of Trustees’s duties and responsibility are enumerated in Board Policy 2200 (Item IVB-7). Among other duties, the Board of Trustees is explicitly charged with fiscal health and stability of the College. The Board of Trustees has approved a budget preparation policy (Board Policy 6200; Item IVB-8) that details the budget development and approval process. This process addresses the role of the Superintendent/President and defines criteria to be followed in budget development, including assumptions, reserves, and long-term goals and commitments.

As stated in Board Policy 2200 (Item IVB-7) the Board of Trustees “hires and evaluates the Superintendent/President.” Board Policy 2431, Superintendent/President Selection (Item IVB-9), established the Board of Trustees’s responsibility to establish a search process to fill the position of Superintendent/President when the position is vacant. In March of 2010, the Superintendent/President suddenly vacated his position, and an interim was appointed by the

Board. The Board of Trustees has retained and authorized a search process to select a permanent Superintendent/President.

*IVB-1a. The Governing Board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.*

**Description**

The Board of Trustees has adopted Board Policy 2200 (Item IVB-7) to address the need to protect and act in the public interest of the residents of the District. In Board Policy 2715 (Item IVB-10) the code of ethics/standards of practice policy, the Board of Trustees is admonished to “recognize that the primary duty of every Trustee is to represent the general interest of the College District.” In this same policy the Board of Trustees is reminded that legal authority rests with the whole Board in a legally-constituted meeting.

The Board of Trustees permits members of the College community and the broader community to comment on any item to be acted upon at a Board meeting prior to its action. In this way the community can make its wishes known to the Board and the Board can consider the comments prior to taking action.

*IVB-1b. The Governing Board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.*

**Description**

Board Policy 4000 (Item IVB-6) reflects the Board of Trustees’s desire for a quality curriculum, improvement in student learning, and development of instructional competence. In addition, the Board of Trustees has adopted a mission statement in Board Policy 1200 (Item IVB-11) that informs the staff and students of its commitments:

***Vision***

Victor Valley Community College District uplifts the diverse communities we teach and serve by promoting educational excellence, enhancing local prosperity, and ensuring environmental leadership.

***Values***

As a student-centered learning organization, we will uphold the following core values:

- Excellence – providing superior service and educational learning opportunities

- Integrity – guiding the college’s actions with an internally consistent framework of principles
- Accessibility – facilitating access to the college’s programs from other locations
- Diversity – valuing different points of view and contributions of all
- Collaboration – encouraging recursive interaction of knowledge experience and mutual learning of people who are working together toward a common creative goal
- Innovation- providing creative approaches to learning problem solving and growth

### ***Mission***

The mission of Victor Valley Community College is to:

- Cultivate intellectual growth, social responsibility, environmental stewardship, cultural enrichment, and economic development.
- Create exceptional and accessible lifelong learning opportunities that afford students within our expanding communities the attainment of knowledge and skills necessary for success in the global economy.
- Embrace difference in our communities by integrating their wealth of multicultural knowledge and wisdom into a cohesive and resourceful learning environment for all.
- Inspire innovative teaching and service with imaginative uses of collaboration and technology, fostering vibrant programs that are measurably effective in addressing student learning and community needs.
- Empower each student to learn by modeling academic integrity, democratic citizenship, and meaningful contribution to society.

### ***Goals***

The goals of Victor Valley Community College are to:

- create sustainability and environmental stewardship for our colleagues, our students, and our community.
- become an agile learning organization consistent with the needs of students and the communities that the college serves.
- offer educational programs that lead to meaningful and measurable student learning and success through seamless transfer opportunities to colleges, universities, and careers.
- increase the number of students served through recruitment, persistence, and retention strategies.



- provide affordable and attractive options for members of the community seeking a postsecondary education, which includes an environment in which diversity thrives.
- develop and deliver enriching courses for community members and businesses seeking additional training and development.

The Board of Trustees supports a full and integrated set of instructional programs for transfer, basic skills instruction, and career-technical training. Moreover, it supports special instructional programs such as the award winning Model United Nations, The Costa Rica Sustainability Summer Program, and the East Timor Rainforest Animal Assessment Project. All of these activities must be approved by the Board of Trustees at the recommendation of the Superintendent/President.

*IVB-1c. The Governing Board has ultimate responsibility for educational quality, legal matters, and financial integrity.*

### **Description**

The Board of Trustees has demonstrated its interest and commitment to educational quality by adopting relevant policies, and approving all changes to the curriculum at its regular monthly meetings (Item IVB-73)

The Board of Trustees has adopted Board Policy 6300, Business and Fiscal Affairs (Item IVB-15). This policy sets forth the following requirements:

- Adequate internal financial controls
- Fiscal objective, procedures, and constraints are communicated to the Board and employees
- Adjustments to the budget are made in a timely manner, when necessary
- The management information system provides timely, accurate and reliable fiscal information
- Responsibility and accountability for fiscal management are clearly delineated

The policy further requires "the books and records of the District shall be maintained pursuant to the California Community Colleges Budget and Accounting Manual." The Board of Trustees requires a quarterly report showing the financial and budgetary condition of the District.

The Board of Trustees actions are final and not subject to approval or amendment by any other entity. The Board is committed to effective collaboration within the District, as well as on the system, State, and national levels.

*IVB-1d. The institution or the Governing Board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.*

**Description**

The Board of Trustees publishes policies on the College's website which define the Board's size, duties, responsibilities, structure and expectations of each Board member: Board Policy 2200, Board Duties and Responsibilities (Item IVB-7); and Board Policy 2010, Membership (Item IVB-1).

*IVB-1e. The Governing Board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.*

**Description**

The Board of Trustees reviews policies on a regular basis; examples can be found in the Board meeting minutes on November 10, 2009, Section #8.4 regarding revisions and new Board policies (Item IVB-16).

*IVB-1f. The Governing Board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

**Description**

Two new members were elected in November 2010, and one existing member resigned shortly thereafter to assume another elective office. A new Board member was appointed on February 1, 2011 to fill a vacancy. The current Board now consists of three new members and two continuing members. As required by Board Policy 2100, Board Elections (Item IVB-28), Trustee terms are staggered in order to provide continuity in Board membership.

There is no formalized policy for Board development or the orientation of new Board members. However, there is opportunity for regular communication with the Board through the Superintendent/President. He provides an orientation for each new Board member and meets regularly with each to ensure open lines of communication. In conjunction with legal counsel, the Superintendent/President provides Board training and updates on the Brown Act. In addition, Vice Presidents meet with new Board members upon request to provide that member with information relative their areas of responsibility.

Each spring, the Board of Trustees schedules an annual retreat and budget workshop during which members are given a comprehensive and thorough review of the budget and an

explanation of the budgeting process. Furthermore, a variety topics are addressed in special workshops throughout the year to ensure continued Board development.

*IVB-1g. The Governing Board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.*

**Description**

The Board of Trustees has adopted Board Policy 2745, Self-Evaluation (Item IVB-17). The policy very specifically defines the criteria and process to be used. to evaluate Board effectiveness. A summary of the evaluation is presented and discussed by the Board at a meeting held for that purpose.

*IVB-1h. The Governing Board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.*

**Description**

Board Policy 2715, Code of Ethics/Standards of Practice (Item IVB-10) defines the standards of ethical conduct that Board members are responsible for maintaining. Board members must protect the interest of students, ensure quality of education, use appropriate channels of communication, among other duties.

*IVB-1i. The Governing Board is informed about and involved in the accreditation process.*

**Description**

Board Policy 3200 (Item IVB-18) directs the Superintendent/President to ensure that the College complies with the standards of the Accrediting Commission of Community and Junior Colleges and other programs that seek special accreditation. The Superintendent/President addresses accreditation in his report at regular Board meetings. A member of the Board was assigned to the Standard IV team for the College's accreditation self study. There are periodic reports to the Board of Trustees with regard to the accreditation status of the College, as well as of individual programs that require separate accreditation.

*IVB-1j. The Governing Board has the responsibility for selecting and evaluating the District/system chief administrator (most often known as the chancellor) in a multi-College District/system or the College chief administrator (most often known as the president) in the case of a single College. The Governing Board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the District/system or College, respectively.*

**Description**

The Board of Trustees' responsibility for selecting, delegating authority to, and evaluating the District's chief administrator (Superintendent/President) is established by Board policy:

- Board Policy 2431, Superintendent Selection (Item IVB-9)
- Board Policy 2430, Delegation of Authority to Superintendent/President (Item IVB-19)
- Board Policy 2435, Evaluation of Superintendent/President (Item IVB-20)

As stated in policy (Item IVB-19), the Board of Trustees delegates full responsibility and authority to the Superintendent/President to implement and administer policies without interference. In addition to carrying out Board-adopted policies, the Superintendent/President is accountable for:

- entering into contracts up to \$64,000.00 and approving expenditures of \$250.00 or less;
- making expenditures on behalf of the District to satisfy contracts;
- accepting resignations;
- hiring District employees (except for academic managers);
- delegating any power and duties entrusted to him or her, while still being held for such delegated powers and duties;
- interpreting Board policy;
- ensuring that all relevant laws and regulations are complied with, and that required reports are submitted in timely fashion; and
- fulfilling other responsibilities as determined in annual goal-setting or evaluation sessions.

The evaluation policy (Item IVB-20) requires the Board to evaluate the Superintendent/President annually based on the requirements set forth in the contract of employment, the job description, and established goals and objectives.

*IVB-2. The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.*

**Description**

The Superintendent/President has primary responsibility for the overall quality of the District by providing effective leadership in planning, organizing, budgeting, selecting and developing personnel and assessing institutional effectiveness. These responsibilities are established by Board policy:

- Board Policy 3250, Institutional Planning (Item IVB-22)
- Board Policy 6300, Fiscal Management (Item IVB-15)
- Board Policy 7110, Delegation (Item IVB-24)
- Administrative Procedure 1202, Implementing Institutional Effectiveness (Item IVB-25)

The Superintendent/President has established a comprehensive approach to leadership through inclusion of key constituents of the College, including but not limited to College Council, governance committees, President's Cabinet, and Senior Cabinet. The Superintendent/President also regularly meets with key faculty, staff, students, and community leaders, and hosts college forums open to the public when appropriate.

*IVB-2a. The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

**Description**

The Superintendent/President is guided by Board policy to plan, oversee, and evaluate organizational structure and staffing, and to delegate authority to administrators as appropriate:

- Board Policy 3250, Institutional Planning (Item IVB-22)
- Board Policy 3100, Organizational Structure (Item IVB-23)

As shown on the [organizational chart](#) provided in this report as Figure 3, three Vice Presidents report directly to the Superintendent/President, in addition to two Executive Deans, the public information officer, and two administrative support staff. The Superintendent/President delegates authority to each administrator according to each respective area of responsibility. The

Superintendent/President regularly evaluates the organizational structure. Since the last accreditation visit, several changes have been made to account for the growing student population and reduction in fiscal resources, while balancing community and workforce needs.

*IVB-2b. The president guides institutional improvement of the teaching and learning environment by the following:*

- *establishing a collegial process that sets values, goals, and priorities;*
- *ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;*
- *ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and*
- *establishing procedures to evaluate overall institutional planning and implementation efforts.*

**Description**

The Superintendent/President guides the institutional improvement of the teaching and learning environment through the participative governance process (Item IVB-25). There are nine participative governance committees that make reports to College Council, which consists of a representative assembly of constituent groups on campus.

Recommendations from participative governance committees are presented to College Council and discussed. No formal votes are taken; rather, decisions are made by consensus. The Superintendent/President ensures collegiality and establishes an environment wherein diverse views across campus are welcome, valued, and encouraged.

The Superintendent/President established the Office of Institutional Effectiveness to ensure that evaluation and planning rely on high quality research and analysis that is widely disseminated. Furthermore, at the core of the College's priorities to support student learning is an integrated annual program review and resource allocation cycle

*IVB-2c. The president assures the implementation of statutes, regulations, and Governing Board policies and assures that institutional practices are consistent with institutional mission and policies.*

**Description**

The Superintendent/President assures all operations of the College support and comply with statutes, regulations, and Board policies through the effective delegation of responsibility to

respective professional areas. The Superintendent/President initiated a comprehensive review of Board policies in 2009. The College subscribes to the Community College League of California (CCLC) Model Governing Board Policy Updates. Through regular meetings and monthly correspondence, all Board members are informed of relevant information affecting institutional practice.

*IVB-2d. The president effectively controls budget and expenditures.*

**Description**

The Board of Trustees, through Board policies 2430, 6100, and 6300 (Items IVB-19, 28, and 15) delegates to the Superintendent/President the authority to supervise the general business procedures of the District, including the administration of property and contracts, the budget, the audit and accounting for funds, the acquisition of supplies, equipment and property, and the protection of assets and persons. All of these responsibilities are performed in accordance with all applicable laws, regulations, including Title 5, and in accordance with the California Community Colleges Budget and Accounting Manual (BAM). Included in these responsibilities is the periodic reporting to the Board of Trustees as to the financial and budgetary condition of the college. Collectively, these policies allow the Superintendent/President to effectively control budget and expenditures.

The Superintendent/President fulfills these responsibilities in a number of ways. He oversees the budget development process annually, taking into consideration recommendations made by the Finance, Budget, and Planning Committee which is an integral part of the College's participative governance structure. The Superintendent/President hosts budget workshops that are open to the entire college community. He actively requests input from constituency groups on cost saving measures. The Superintendent/President consults College-wide on matters of budget and planning, insisting on a well-documented link between these two functions. He meets regularly with his Senior Cabinet, Cabinet to monitor the financial and budget condition of the College. Annually, he recommends the budget calendar, the tentative budget, and the adopted budget to the Board of Trustees. He submits the quarterly CCFS-311 reports to the Board of Trustees for approval, and also assures that all mandated audits are performed on a timely basis, including the audits of the College, the foundation, and the bond. For the last six years and beyond, the District has received unqualified audit opinions from the independent auditors. In addition, the Superintendent/President makes periodic special reports to the Board of Trustees when fiscal situations warrant. The Superintendent/President ensures that the College monitors and controls cash flow to maintain the stability of College and District operations and to manage risk for financial emergencies and unforeseen circumstances.

The Superintendent/President supports budget augmentation through the establishment of partnerships and by working closely with the Victor Valley College Foundation. He serves as a highly visible member of the Foundation Board and represents the College and the District throughout the community in pursuit of external funding for College programs and services. When needed, the Superintendent/President influences budget on a global scale by advocating with local organizations and statewide legislators in support of California Community College budget issues. He monitors and shares multi-year budget trends impacting the operation of the

college and insists that these trends be incorporated and linked to the College's enrollment management plan.

*IVB-2e. The president works and communicates effectively with the communities served by the institution.*

**Description**

The Superintendent/President communicates effectively with the communities served through his regular participation in several service organizations, clubs, and other community-based organizations. In addition, well-established relationships with area school districts have been maintained and enhanced through the Superintendent/President's attendance at local and regional meetings organized by local organizations, and by his encouragement and support of regular meetings between College and school personnel that occur in connection with special projects (e.g., GEAR-UP, Cal-PASS, Title V-HSI related projects, Teachers R Heroes).

The Superintendent/President has been instrumental in re-energizing career and technical education advisory groups for the College in order to ensure career and technical programs remain relevant and up-to-date. This year's general meeting was very successful, with many community leaders present.

The Superintendent/President meets with the local daily newspaper at editorial board meetings, and responds to their requests in a timely manner when information is requested through the public information office. Weekly contact is made with the newspaper and other public information organizations such as radio stations.

The Superintendent/President is also very active in the Victor Valley College Foundation, which is governed by a board comprised of members of the community from all walks of life. Through his attendance and delivery of invited addresses to this organization at their regular meetings, the Superintendent/President maintains clear communication lines with the community.

*IVB-3. In multi-College Districts or systems, the District/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the District/system and assures support for the effective operation of the Colleges. It establishes clearly defined roles of authority and responsibility between the Colleges and the District/system and acts as the liaison between the Colleges and the Governing Board.*

**Description**

Not applicable.



### **Evaluation, Standard IVB**

**Standard IV-1:** The Board of Trustees has adopted a comprehensive set of policies to guide College operations and ensure the best interests of the College, its community and its mission are served. Policies clearly establish the Board's role and responsibilities, in addition to standards, definitions, and expectations for quality and integrity of the College's programs, services, and fiscal health. Furthermore, policies exist to define institutional effectiveness, establish standards of educational excellence, and specify College operations related thereto.

Strategies have been implemented to develop new Board of Trustees members; however, formalization of practices for orienting and developing Board of Trustees members can better ensure continuity in the fulfillment of the College's vision, values and mission. In addition, although procedures for Board self-evaluation have been discussed, the actual evaluation has yet to occur. While serious charges of unethical conduct on the part of board members are rare in the history of the College, current policy provides no guidelines for dealing with occurrences of such conduct.

The Superintendent/President has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

**Standard IV-2:** The Superintendent/President is very experienced and highly skilled in fiscal matters as they relate to the successful operation of the college. He acts strategically and participatively in the oversight of the College budget. He provides leadership to the Board of Trustees and to the College community in the development and oversight of a balanced budget that supports the College mission.

### **Summary of Opportunities for Improvement, Standard IVB**

There is a need for a formal process for orientation of new Board of Trustees members and clear documentation of that process, including a record of orientations when conducted. Also, the existing code of ethics for Board members is in need of supplementation with criteria to determine whether the code has been violated, the process to be used for this determination, and the sanctions levied if violations were found.

With the election in November 2010 of two Board members with no prior experience in public office and the replacement of a vacating Board member in February 2011 with a potential novice, it is advisable that all these needd be addressed once all Board members have been seated and oriented.

### **Planning Agenda, Standard IVB**

The Superintendent/President will oversee development and adoption of an administrative procedure to formalize processes for Board development and orientation, and will ensure implementation of Board Policy 2745, Board Self-Evaluation (Standards IVB-1).

## **Evidence in Support of Standard IVB**

- Item IVB-1. [Board Policy 2010, Membership](#)
- Item IVB-2. [Board Policy 2110, Vacancies on the Board](#)
- Item IVB-3. [Administrative Procedure 2110, Vacancies on the Board](#)
- Item IVB-4. [Education Code 1770](#)
- Item IVB-5. [Board Policy 2410, Policy and Administrative Procedure](#)
- Item IVB-6. [Board Policy 4000, Standards of Educational Excellence](#)
- Item IVB-7. [Board Policy 2200, Board Duties and Responsibilities](#)
- Item IVB-8. [Board Policy 6200, Budget Preparation](#)
- Item IVB-9. [Board Policy 2431, Superintendent/President Selection](#)
- Item IVB-10. [Board Policy 2715, Code of Ethics/Standards of Practice](#)
- Item IVB-11. [Board Policy 1200, District Vision, Values, Mission and Goals](#)
- Item IVB-12. [Board of Trustees Minutes](#)
- Item IVB-13. [P.R.A.I.S.E. Website](#)
- Item IVB-14. [Annual Report 2009](#)
- Item IVB-15. [Board Policy 6300, Fiscal Management](#)
- Item IVB-16. [Board of Trustees Minutes, November 9, 2010](#)
- Item IVB-17. [Board Policy 2745, Self-Evaluation](#)
- Item IVB-18. [Board Policy 3200, Accreditation](#)
- Item IVB-19. [Board Policy 2430, Delegation of Authority to Superintendent/President](#)
- Item IVB-20. [Board Policy 2435, Evaluation of Superintendent/President](#)
- Item IVB-21. [Board Policy 7120, Recruitment and Selection](#)
- Item IVB-22. [Board Policy 3250, Institutional Planning](#)
- Item IVB-23. [Board Policy 3100, Organizational Structure](#)
- Item IVB-24. [Board Policy 7110, Delegation](#)

- Item IVB-25. [Administrative Procedure 1202, Implementing Institutional Effectiveness](#)
- Item IVB-26. [Administrative Procedure 1201, Shared Governance Structure and Responsibilities](#)
- Item IVB-27. [College Council Minutes, November 4, 2009](#)
- Item IVB-28. [Board Policy 2100, Board Elections](#)
- Item IVB-29. [Board Policy 6100, Delegation of Authority](#)

# Planning Summary

Ref #	Relevant Standard	Planning Agenda Items	Commence	Complete	Responsibility Center
1	IA-3, 4	Commencing Spring 2011, the Superintendent/President will implement Administrative Procedure 1200, Annual Mission Statement Review, by recommending that the Board of Trustees undertake a formal review and revision, if needed, of its vision, mission, goals, and priorities in order to ensure that institutional identity and operational direction support current student and community needs (Standards IA3), and in order to reinforce the central role of the mission statement in institutional planning and decision making (Standard IA4).	February 2011	December 2011	Superintendent/ President
2	IB-2, 3	No later than September 2011, the Superintendent/President will initiate a process by which the campus community will review and update the District Educational Master Plan in order to ensure that institutional planning and decision making are directly responsive to current community needs and guided by current College goals and priorities (Standard IB-2).	September 2011	June 2012	Superintendent/ President
3	IB-2, 3	By June 2011, the Academic Senate will develop recommendations regarding College acquisition of software for assessment data management and approve a procedure for systematic learning assessment documentation across the institution to be integrated into the College's existing program review and planning procedures (Standard IB-3).	January 2011	June 2011	Academic Senate
4	IB-2, 3	The Office of Institutional Effectiveness, in consultation with the Academic Senate and the Institutional Effectiveness Committee, will develop by November 2011 a program review training procedure for chairs, managers, and student support staff in order to improve understanding and use of data, as well as standardize and improve follow-through and communication for program improvement (Standard IB-3)..	February 2011	November 2011	Office of Institutional Effectiveness
5	IIA-1, 2 IB-3	By January 2012 the Superintendent/President will identify processes to support discussion of assessment data and the use of assessment to improve teaching, learning, and service. Such processes should include quality training of faculty, staff, and administrators, as well as software to facilitate the collection, management, analysis, and constructive use of assessment data (Standard IB-3, IIA-1 and IIA-2).	February 2011	January 2012	Superintendent/ President
6	IIB-1, 4	The Division of Student Services will expand the Early Alert program to improve student progress, persistence, and success by enabling an electronic request by faculty for early support intervention no later than August 2011 and completing the implementation and evaluation of the "Success Contract" by January 2012 (Standard IIB-1, IIB-4).	February 2011	January 2012	Vice President of Instruction and Student Services

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<b>Ref #</b>	<b>Relevant Standard</b>	<b>Planning Agenda Items</b>	<b>Commence</b>	<b>Complete</b>	<b>Responsibility Center</b>
7	IIB-1b	The Administrative Services Division will ensure that procedures for assessing and improving the College's physical plant operations are integrated into the existing annual review and resource allocation cycle for planning year 2011-2012 (Standard IIB-1b).	January 2011	Ongoing	Vice President of Administrative Services
8	IIC-1, 2	Commencing Spring 2012, the Superintendent/President will make certain that the College's Technology Plan is updated, implemented, and evaluated to ensure its alignment with the Educational Master Plan (Standards IIC-1c and IIC-2).	February 2012	June 2012	Superintendent/President
9	IID-1a	The Superintendent/President will oversee updating and execution of Administrative Procedures 1202 and 3250 to formalize the integration of institutional planning and budgeting for use in planning for the 2011-2012 budget year (Standard IID-1a).	February 2011	June 2011	Superintendent/President
10	IID-1c	No later than December 2011, the Superintendent/President will develop a plan to overcome the College's structural budget deficit and balance the budget by the end of fiscal year 2014-2015 (Standard IID-1c).	February 2011	December 2011	Superintendent/President
11	IID-2b	No later than Summer 2012, the Superintendent/President will oversee the development and implementation of the College plan for improving accuracy and efficiency by integrating finance, human resources, and payroll management information systems with its enterprise resource platform (Standard IID-2g).	February 2011	Ongoing	Superintendent/President
12	IID-2g	No later than Summer 2012, the Superintendent/President will oversee the development and implementation of the district plan for integrating finance, human resources, and payroll management information systems with its enterprise resource platform (Standard IID-2g).	February 2011	August 2012	Superintendent/President
13	IVA-1, 2, 5	The Superintendent/President will ensure successful completion of the Recommended Actions and Next Steps for Improvement document. This includes but is not limited to revising relevant administrative procedures, designing and implementing strategies for improving, and regular monitoring of campus climate by the end of academic year 2011-2012 (Standards IVA-1, 2, and 5).	December 2010	June 2012	Superintendent/President
14	IVB-1	The Superintendent/President will oversee development and adoption of an administrative procedure to formalize processes for board development and orientation, and will ensure implementation of Board Policy 2745, Board Self-Evaluation (Standards IVB-1).	January 2011	June 2011	Superintendent/President